

UNIVERSITY OF ALBERTA

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### The rest is history

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### Boning up on their dinos

More than 8,000 have signed up for U of A's first MOOC, Dino 101

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### Enduring legacies

Faculty of Arts loses three emeriti this summer, but their unique stories and accomplishments live on

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## Golden Bears to face off against Oiler rookies

Matt Gutsch

Clare Drake Arena will once again host the University of Alberta Golden Bears versus the Edmonton Oilers rookies hockey game. The 2013 edition is being held Tuesday, Sept. 10, with a puck drop of 7 p.m.

The Bears versus Oilers rookies game began in 1988 and was a yearly tradition for more than 20 years. The teams last met in 2009 when the Bears skated to a 4-3 victory, which bumped their record against the Oilers rookies to 12-10. Current Golden Bear centre Sean Ringrose scored the game winner in '09 and is one of five Bears to have played in an Oilers rookies game, along with defencemen Colin Joe and Ian Barteaux, forward Burke Gallimore and goalie Kurtis Mucha.

"It is definitely one of the biggest games of the year, and one of the most enjoyable games we'll get to play in," said Ringrose. "It is such a great experience for all the players and the fans; the arena is packed, there is a lot of hype, an amazing atmosphere; and it's always a really good and tight game."

The two programs have split the last four contests evenly, but before that the Bears had racked up five straight wins. Current Oilers who have played in the game include Jordan Eberle ('08 and '09), Sam Gagner ('07) and Devan Dubnyk ('05, '06 and '07).

"We are very pleased to once again partner with the University of Alberta and to play the Oilers Rookies-Golden Bears game," stated Oilers general manager Craig MacTavish. "The contest carries a great weight and it is an excellent way for both the Oilers and Golden Bears to showcase young talent, as well as create a high level of competition for the players."

Tickets are \$30 and are available at the Activity Registration Zone sales office (780-492-2327) in the Van Vliet Centre, as well as at all Ticketmaster locations and online through [ticketmaster.ca](http://ticketmaster.ca). ■

## You're next



Golden Bears running back Jonathon Waters points out the photographer in between plays during the "Captain's Camp" seven-on-seven flag football tournament held at Foote Field Aug. 13. For story, go to The Back Page.

## U of A amongst world's top business incubators

Folio Staff

TEC Edmonton, a not-for-profit joint venture between the University of Alberta and the City of Edmonton (through the Edmonton Economic Development Corporation) has been named the 17th best university business incubator in the world by the University Business Incubator Index.

The UBI's Global Benchmark Report 2013 is a global index assessing and benchmarking the performance and best practices of university business incubators.

The UBI Top 25 University Business Incubators research team initially established comparative criteria based on value delivered to local economy, value to startup company clients, and the post-incubator performance of startup companies. Having developed 10 benchmark indicators and 50 performance indicators, the UBI Index team then assessed 150 leading university-associated incubators in 22 countries.

TEC Edmonton's high placement—the top Canadian business incubator—is most likely due to nine years of outstanding collaboration



Chris Lumb

between the city and the university to bring business advisory, technology commercialization and entrepreneurial training services to university inventors, as well as to companies from the community at large.

In 2012-13, of 119 startup TEC clients, 34 per cent were U of A spinoffs and projects. Among current clients are the university's Medical Isotope and Cyclotron Facility, cancer diagnostics company Metabolomic Technologies Inc. and nano-sensor developer Nensor Technologies.

"In 2004, the university decided local licensing and spinoff creation would be a priority," says Lorne Babiuk, U of A vice-president of research. "We were one of the first North American universities to recognize the role that institutions like ours can play in regional economic development through successful commercialization of university research. To that end, we partnered with the City of Edmonton to create TEC Edmonton."

To encourage the creation of local spinoff companies from university research, TEC Edmonton and the U of A strive to create conditions favourable to the researchers' commercialization success.

At the U of A, researchers own the intellectual property they create. The choice to use TEC Edmonton's services—which include patenting, licensing, business education and spinoff company formation—is entirely up to the researcher.

"About 90 per cent of University of Alberta inventors choose to use the services provided by TEC Edmonton," says Chris Lumb, CEO of TEC Edmonton. "Our agreements

*Continued on page 3*



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# folio

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# Fulbright Scholar to bring U of A expertise to U.S.

Michael Brown

A decade ago, the Havasupai, a small tribe  
of indigenous people who make their  
home on the remote floor of the Grand  
Canyon, worked with U.S. researchers in search  
of answers to questions surrounding a spike in the  
rate of diabetes amongst the Havasupai people.

The tribe collectively agreed to give blood  
with the hope that their genetic makeup might  
shed some light on their plight.

However, the relationship between the  
researchers and the Havasupai people began  
to deteriorate when it was discovered that the  
broad ethics form employed granted research-  
ers permission to use blood samples to explore  
questions beyond diabetes. Without express oral  
consent, researchers used the samples to delve  
into a number of the Havasupai's hereditary  
issues—including stigmatizing investigations  
related to rates of illness, rates of schizophrenia  
and genetic origins.

The tribe sued and subsequently settled with  
the university in question and, perhaps more  
important, broke off all ties to academics. That  
anger, which soon turned to mistrust, quickly  
rippled throughout Arizona's indigenous people,  
with many tribes following suit and summarily  
expelling all of their health researchers, most of  
whom had done nothing wrong.

Years later, with this stalemate of mistrust still  
firmly entrenched, researchers at the University  
of Arizona have invited Cindy Jardine, a re-  
searcher at the University of Alberta's School of  
Public Health, to try her hand at repairing the  
damage.

"It was suggested to me that the only  
person who could come in and talk to both  
groups about the requirements of trust, and  
see if anything can be done to set things up so  
researchers could start to move back into these  
communities, is someone from outside Arizona  
or outside the United States," said Jardine, who  
won a prestigious Fulbright Scholarship to take  
on the project. "Because I do a lot of work with  
Aboriginal communities in Canada, I feel I'm at  
least sensitive to the cultural issues and the right  
way of doing research, so it seemed like a great  
project to take on."

An expert in risk communication, Jardine  
explains her research as looking at the dialogue  
that we have around things that "frighten or  
concern people."

"We may be doing the best science in the  
world but if we don't find a way to talk to people



Cindy Jardine

about what their concerns are, what their know-  
ledge is about areas of concern and how we can  
best share our science with them in a way that  
helps them understand their world and make  
good decisions, then we're failing," said Jardine.

She says her Fulbright Scholarship project  
stems from a larger project funded by the  
Canadian Institutes of Health Research that  
looks at the role of trust in communication, pri-  
marily from government decision-makers about  
risky issues to Aboriginal populations.

In her work, Jardine employs a model de-  
vised by Swiss consumer behaviourist Michael  
Siegrist, which puts forward the idea that trust  
is based on our confidence in past performance  
of agencies coupled with our trust that those  
agencies share the same values we have in making  
decisions. "To me this model makes good intu-  
itive sense as to why people choose not to trust  
government agencies."

Along with two colleagues, Jardine is testing  
the model by looking at the issue of trust in gov-  
ernment communications about contaminants  
in country foods among the Inuit, in the H1N1  
risk communications to Métis communities in

## Fulbright Canada

Fulbright Canada was established in 1990  
to strengthen binational collaborative research  
and promote thoughtful public debate on topics  
that reflect the broad range of contemporary  
issues relevant to Canada, the United States and  
the relationship between the two countries. The  
Canada-U.S. Fulbright Program operates on the  
principle of reciprocal exchange and provides the  
opportunity for outstanding Canadian scholars to  
lecture or conduct research in the United States.  
Award recipients include prominent and promising  
scholars, as well as experienced professionals.

Manitoba and in remediation plans proposed for  
a former gold mine near Yellowknife that affect  
the local Aboriginal community.

"Looking into health issues within indigen-  
ous communities that often suffer huge health  
disparities has to be done as a partnership," said  
Jardine. "The academic researchers have the ex-  
pertise and the resources to do it, and the people  
in the communities have both the knowledge  
of what the problem is and the right way to go  
about exploring it—it has to be a partnership."

Jardine says the nature of those partnerships  
means they are going to take time to establish,  
and she credits the U of A with recognizing the  
importance of letting that process play out.

"The School of Public Health, as part of  
its accreditation process (making it the first  
accredited school of public health in Canada),  
developed a commitment to what is called  
engaged scholarship, which states our obligations  
are more than just working in our little cocoons  
doing research, but rather extend beyond to  
engage with the broader communities, which is  
the kind of work that I do," she said. "It is really  
to the credit of the School of Public Health that  
it has made that part of how we are evaluated as  
academic staff." ■

## Fulbright Scholars coming to the U of A

Carol Christy, Fulbright Visiting Research Chair  
from Georgia College and State University  
"Individual Reading Assessment in Middle and  
Secondary Content Literacy"  
Howard Greenwald, Fulbright Visiting Research  
Chair in Aboriginal Legal and Resource Rights from  
University of Southern California

"Organization of Health Services for Diverse  
Communities"

Laurie Mercier, Fulbright Visiting Research Chair  
in Humanities, Social Sciences, and Fine Arts from  
Washington State University

"Gendering Spaces: Men, Woman, and Industrial  
Work in the North American West"

## Transforming primary health care in Alberta

Janet Harvey

Why would a renowned  
family medicine  
researcher and phys-  
ician leave a successful, established  
research network at an American  
university to come to the University  
of Alberta's Faculty of Medicine &  
Dentistry? For the chance to trans-  
form the way health care is delivered  
to Albertans.

Lee Green was recruited to the  
U of A last year to chair the faculty's  
Department of Family Medicine.  
He came from the University of  
Michigan, where he had developed  
a prominent reputation in patient-  
centred research and care.

"It's a leading medical school, a  
top 50 medical school, at a big-league  
research university," he says of his  
decision to come to the U of A. "You  
can only base an effort of this size  
at a top research university, in a set-  
ting where there are lots of talented  
people. That is the kind of intellec-  
tual environment you need and the  
type of infrastructure you need."

The effort of which he speaks is  
nothing less than a large-scale trans-  
formation of primary care in Alberta.  
"I want to help family medicine  
take the next step," explains Green,  
who is also a practising physician at  
the University of Alberta Hospital  
Family Medicine Clinic. "We need  
to do a lot better job for our patients,  
particularly those with chronic dis-  
ease, and to do that we have to learn  
a new way of doing things."

Green adds that Alberta is home  
to some outstanding examples of  
the type of care he is talking about,  
with several primary, strategic and  
family care networks already up and  
running in the province.

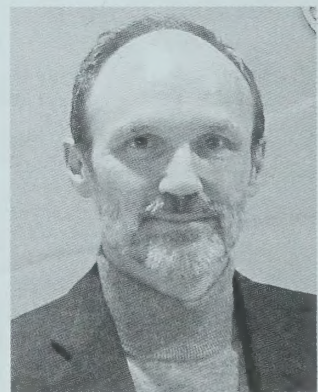
"These are the beginnings of a  
change in primary care that we can  
build on: team-based, systems-based  
care. It means family practices or-  
ganized around consistent delivery  
of chronic disease management. It  
means managing patients proactively,  
shifting from a model that is  
physician-centric to one where there  
is a physician-led team. It means  
doing more work outside of patient

visits, more teamwork. I am very  
excited about the possibilities of  
putting something like that together  
and showing the world how primary  
care can be done."

Green was recently awarded the  
first translational health research  
chair by Alberta Innovates – Health  
Solutions. The seven-year award will  
provide funding for his research,  
while supporting the infrastructure  
and continuity necessary for this  
kind of work.

Green's experience, leadership  
and expertise adds to the faculty's  
profile and reputation in family  
medicine.

"The type of transformational  
work Dr. Green is embarking upon  
can only be done in an environment  
with the type of talent and infra-  
structure found in our Department  
of Family Medicine," says D. Douglas  
Miller, dean of the faculty. "Success  
builds success. The pieces are already  
here, and with Dr. Green's leader-  
ship, the faculty will continue to  
build the relationships necessary to  
transform primary care."



Lee Green

When the Department of Family  
Medicine was created in 1983, there  
was zero research capacity and the  
intervening years saw considerable  
activity to make it a recognized and  
respected department. Key to this  
evolution was the Alberta govern-  
ment's implementation in 2006  
of the family medicine Academic  
Alternative Relationship Plan,  
a made-in-Alberta solution that  
allows academic family doctors to  
be compensated for teaching as op-  
posed to relying solely on billing for  
their income. ■



# Creating a culture of life-changing learning

Michael Brown

Sometimes it's the smallest things that have the biggest impact on the course of one's life.

At least that's been the experience of Carrie Smith-Prei, whose disguised life-altering moment came while she was registering for her first-ever semester of classes at Bard College, a very small liberal arts school in upstate New York.

"There wasn't any online registration or anything like that," she remembers of her early-'90s initiation into the world of post-secondary queues. "First-years had to stand in line in front of the professor you wanted to register with, which was crazy."

Smith-Prei recalls that all the popular classes were closed out by the returning students, which left slim pickings, one of which was German.

"I want to make sure students are part of the learning process—not just as receivers, but that they actually guide the learning process."

Carrie Smith-Prei

"I had taken it in high school and I vowed never to touch again. I hated it with a passion and I took it because I thought language would be good for me," she said. "I panicked and thought, I have to sign up for four courses and I can always drop German."

"I signed up and that professor changed my life," she said. "The subject matter was 18th-century drama—it was not necessarily material I had any interest in or knew anything about—but she was the

most amazing and engaging professor I had ever had.

"I didn't drop the course and that's history."

Now, as an assistant professor in the Department of Modern Languages and Cultural Studies at the University of Alberta, Smith-Prei is teaching German cultural studies, trying to make the same positive impact a professor once made on her. And so far, she seems to be succeeding: Smith-Prei has been named a winner of a 2013 Provost's Award for Early Achievement of Excellence in Undergraduate Teaching.

"I want to make sure students are part of the learning process—not just as receivers, but that they actually guide the learning process," she said. "I am the professor who knows a bit more than they do, but I see it as a collegial atmosphere—they are my colleagues-to-be potentially, and I attempt to incorporate



Carrie Smith-Prei won one of the U of A's top undergraduate teaching awards.

their ideas, their critical responses, as much into the classroom as possible. That means that I stay pretty flexible."

Smith-Prei is willing to try anything in the classroom. Recently she incorporated a community service-learning aspect into her German 353 Myths, Tales and Legends class. Also, she has begun asking students to log their thoughts about the class, about the text they are reading and about the conversation, and then to comment on others' entries. "That type of interaction in an online format really helps some students who are not as vocal, or who feel more comfortable if their fingers are on a keyboard."

She says her top priority is to aid students in developing their own voice that will help them not only in reading and analyzing literature,

but also in developing a critical perspective on their realities.

"I guess the main tool I use is just attempting to listen as much as I speak."

She says listening is a trait that she comes by honestly because it is a healthy part of the U of A's teaching culture.

"I am very impressed by the level of attention paid to teaching, to the recognition of teaching, by the university," she said. "Teaching is very important, and MLCS instructors are very good at it, and it shows in our graduate students who consistently win teaching awards at the Faculty of Arts level and our great history of instructors winning any number of awards. Now I feel super honoured about receiving this award and feel I carry this award with a lot of my colleagues." ■

## 3-D look at prions may help find cure to brain diseases

Bev Betkowski

The work of two University of Alberta researchers and their teams has contributed to an important next step in finding a cure for deadly prion-folding diseases in humans and animals.

Professor Michael James of the Department of Biochemistry, professor Nat Kav of the Department of Agricultural, Food and Nutritional Science and their labs collaborated to produce mini-antibodies and antibody fragments, using data provided by principal researchers in Switzerland.

The fragments were then used by the lead researchers at the Institute of Neuropathology in Zurich to study interactions between the antibodies and the prion protein and how it results in cell death.

The work conducted at the U of A helps to open the door to designing a molecule that would block prion infection.

"We hope to design a chemical compound that would bind to some part of the prion molecule to prevent the conversion of the normal form of the protein to the disease-causing form," said James.

Prion protein infections, caused by structural misfolding within the prion protein, lead to fatal neurodegenerative disorders such as Creutzfeldt-Jakob disease in humans, bovine spongiform encephalopathy (BSE) in cattle and chronic wasting disease in deer. There is

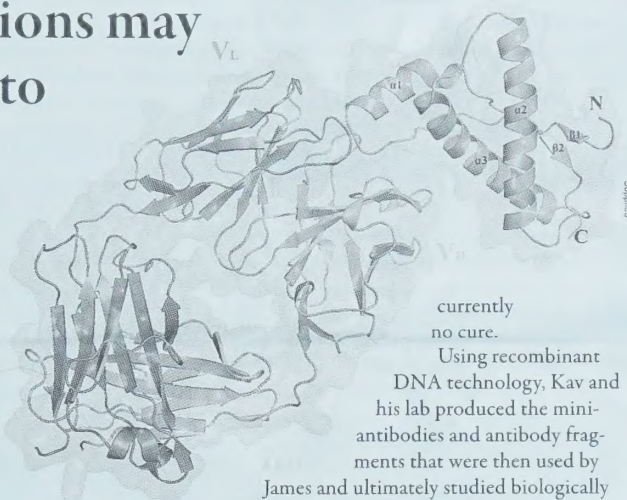


Image shows where antibodies bind to the prion.

currently no cure.

Using recombinant DNA technology, Kav and his lab produced the mini-antibodies and antibody fragments that were then used by

James and ultimately studied biologically in the Zurich lab. Using a process called X-ray crystallography, James' lab was able to identify the three-dimensional structure of where

antibodies and antibody fragments bind to the prion molecule, pinpointing regions that are susceptible to changing to a diseased state.

The discovery now makes it possible to begin designing ways of preventing prion disease, in everything from developing treatment for human victims to creating a preventative additive for livestock feed.

The U of A teams' work was crucial to the overall research conducted in Zurich, and reflects the high calibre of quality research conducted on campus, Kav noted.

"The U of A collaborated with one of the leading labs in the world, which demonstrates our own level of excellence."

It also reinforces the U of A's standing as a leading site of prion research through such institutions as the university's Centre for Prions and Protein Folding Diseases, James said. "This latest work advances that."

The U of A research was supported by the Alberta Prion Research Institute and PrioNet Canada. ■

## U of A business incubator success validates vision

Continued from page 1

encourage the long-term success of spinoffs, by deferring university royalties and providing business assistance to spinoffs. Such incentives motivate all participants—inventors, investors and the university—to focus on the long-term success of spinoffs.

"In the 1990s, the University of Alberta had no defined strategy for encouraging spinoff creation. Today, it's a North American leader in this area."

Walied Moussa, mechanical engineering professor and founder of

Nemisor, admires TEC Edmonton's practical approach. "I have worked closely with TEC Edmonton in commercializing my sensor technology," he says. "The TEC Edmonton team is open to all options and alternatives. They understand the needs of emerging technology companies, which was a big help in successfully launching my company."

Recognition of TEC Edmonton as one of the Top 25

university business incubators in the world validates the vision of this city/university business incubation model as conceived nine

years ago.

"We have come a long way," says Babuk.

"Together we will do so much more, strengthening the university's reputation as a commercialization leader and Edmonton as a centre of technological innovation." ■



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# Echo-free chamber brings new research capability to U of A

Ryan Heise

Thanks to some new equipment, researchers in the Department of Electrical and Computer Engineering are now able to conduct research on antennas in a setting that seems straight out of science fiction.

The new anechoic chamber—part of Ashwin Iyer's Near-Field Antenna and Metamaterial Characterization Facility—is a shielded room used to measure the direction and strength of signals transmitted by different antennas, and to characterize novel materials.

"Prior to acquiring this chamber, we weren't doing any of this," said Iyer. "The university did not have any capacity to measure antennas like this."

The chamber itself has a striking design. Almost every interior surface of the 16×12×11-foot chamber is covered with long, dense foam pyramids. These pyramids reflect and dissipate the signals that are being tested to avoid any echo. In the centre of the room, running its length, is a mount holding the antenna under test. The mount can move back and forth and swivel 360 degrees. At one end of the room, a probe mounted on a mobile tower can also swivel, move up and down, and span the width of the room. The chamber can operate from radio frequencies at 900 MHz up to millimetre-wave frequencies at 40 GHz.



Ashwin Iyer in the new anechoic chamber. The equipment is part of Iyer's Near-Field Antenna and Metamaterial Characterization Facility.

Taken together, these attributes allow the chamber to measure and characterize antennas up to five feet in diameter by taking multiple measurements throughout the chamber.

"The fields produced by an antenna change as you move away from it," Iyer said. "Traditional measurement methods would call for you to probe the radiated fields far away from the antenna. However, to measure these 'far-fields' for certain large antennas, such as those that may be found on a plane or used in orbiting satellites, you might need a space the size of an aircraft hangar.

"Our facility, on the other hand, measures the fields produced near the antenna. And because these 'near-fields' are mathematically related to the far-fields, we can gather many near-field data points and easily transform them into a far-field radiation pattern."

Being able to measure large antennas in a relatively small anechoic chamber is a boon to the university, but Iyer and his team are more interested in measuring objects much smaller. Specifically, their research is focused on metamaterials—artificially designed materials that are engineered to have properties not found in nature, such as the ability to resolve details more

finely than conventional lenses, or the ability to make objects invisible to radar by redirecting signals around them. Right now they're looking into methods of controlling electromagnetic fields using metamaterials, as well as their applications to practical devices. The chamber can be used to channel energy through their metamaterials, allowing them to quickly and accurately characterize their properties.

"We need to measure what metamaterials do to electromagnetic fields near them, but simulation only gives us so much," said Iyer. "Sometimes we just have to build the thing and try it. Now we can rapidly characterize metamaterials, and rebuild and optimize them."

Installing the anechoic chamber has been in the works since 2011, when Iyer received a Canada Foundation for Innovation grant for the project. Other matching grants allowed the researchers to begin piecing together the \$500,000 system starting last summer. The lab space had to be redesigned, moving cabling, air ducts and sprinkler systems to accommodate the chamber. In the future, Iyer plans to install another articulating arm into the system that will allow for readings to be gathered spherically around an antenna.

"Soon, this lab will have experimental capabilities that match and possibly exceed those available at the top labs around the world. This is something we should be proud of at the U of A and in the province." ■

## Researcher keeps ear to the ground on impact of fracking

Lucas Habib

University of Alberta geophysicist Mirko van der Baan is a great listener. For 15 years, he's been eavesdropping on oil and gas production deep beneath the ground. Now, he's part of a research team working to help industry minimize the unintended consequences of hydraulic fracturing, better known as fracking.

Fracking has been lauded for opening up unconventional gas reservoirs to development—the reason that some are predicting the United States will achieve energy independence in about 20 years. But it has also been criticized for negative environmental effects—chemical compounds being pumped into the ground where they could be affecting groundwater reservoirs.

When energy companies use hydraulic fracturing, they inject large quantities of highly pressurized water and chemicals into the earth to shatter the rock, creating permeable pathways for gas to trickle back to the well. All that pressure can also affect the geology of the remaining rock through compaction and shearing, which can have implications for a gas field's future production.



Mirko van der Baan

Van der Baan has helped develop a technique to monitor these "miniature earthquakes" happening underground and determine how they change the reservoirs and rock surrounding them. Along with collaborators from industry, the University of Calgary and a team of 30 graduate and undergraduate students, van der Baan is conducting experiments he hopes will increase the energy industry's efficiency.

Last August, the team installed geophones—miniature versions of the seismographs used to monitor earthquakes—into a bore hole on a ConocoPhillips well site a few weeks before hydraulic fracturing began to track microseismic activity.

He hopes that once they understand the process, they will be able to make recommendations to industry on how to optimize water usage. It's possible, for example, that far less water could be used to achieve the same results.

Van der Baan also hopes the results will help optimize horizontal well spacing on the landscape. "We hope to predict how far from the wells a reservoir will be drained, which may result in a reduction in the number of wells," he said.

"Geophysics puts a lot of emphasis on critical and analytical thinking—we need people from many different disciplines who are interested in every aspect of this research." ■

## the open door

### Voluntary Severance Program announced

Martin Ferguson-Pell, Acting Provost and Vice-President (Academic)

Over the past few months, administrators, faculty and staff throughout the university have been working to identify and implement a variety of cost-saving measures for the next budget year. Many of these ideas now are being put into process in faculties, units and portfolios across the University of Alberta. I wish to thank this community for its work to bring long-term financial stability and sustainability to our institution.

Last week, we initiated one of those cost-saving strategies with the introduction of a Voluntary Severance Program for continuing academic staff who are members of the Faculty, Faculty Service Officer, Librarian, and Administrative and Professional Officer agreements. The VSP differs from the Voluntary Retirement Incentive Program offered in 2010 in that this new program is available to all eligible continuing academic members, not only those who are approaching retirement.

Timelines for deciding to participate in the VSP are very tight. Applications need to be submitted by Sept. 16, 2013, so that we can determine and incorporate the savings achieved by the VSP in our 2014–2015 budget planning cycle.

It is important to note that support staff are not eligible for this particular program because the process of offering voluntary severance differs for staff members under the Non-Academic Staff Association agreement. Voluntary severance for support staff has been, and will continue to be, offered—per the NASA agreement—on a case-by-case basis by faculties, departments or administrative units undergoing reorganization or restructuring that involves position disruptions.

Let me thank all eligible academic staff in advance for taking time now to review the details of the Voluntary Severance Program. Human Resource Services staff will be holding a number of information sessions on the VSP. In addition, full-day financial planning seminars will be offered by an independent adviser who can help you determine the financial ramifications of your decision. Dates and times of these sessions are available at [hrs.ualberta.ca/VSP](http://hrs.ualberta.ca/VSP).

In addition, on Sept. 6 (Noon–1 p.m., L1-490 ECHA), Phyllis Clark and I will hold a Campus Forum where we will answer any questions you may still have about the VSP, and outline other budget strategies now under development by the senior leadership team. ■

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# Searching for symbols of living in-between

Yolanda Poffenroth

Many people with life-threatening illness—such as cancer, chronic kidney disease and HIV—live longer and healthier lives with the support of medical advances and technologies. But the outcomes of treatment are not certain and the possibility of the disease recurring or progressing is very real. What is it like to live with the uncertainty of life-threatening illness?

The experience of living in between a promise of prolonged life and the possibility of illness reoccurring and progressing is often misunderstood, says a team of nurse researchers from the University of Alberta and University of Victoria. People rarely talk about living and dying with these serious illnesses, and the spiritual aspects of facing mortality are not a typical part of the care that nurses provide.

Thirty-two people diagnosed with life-threatening illness participated in a three-year study conducted by a team of researchers including Anita Molzahn and Kara Schick Makaroff. During one of their four interviews, participants were asked to identify a symbol that represented their illness experience. They shared stories to explain why they selected a particular symbol and described what the symbol meant for them as individuals living with a serious illness.

“Living with a life-threatening illness forced these people to confront the idea that their life is finite and in turn, their hopes and dreams and plans for the future shifted very quickly,” said Schick Makaroff, a post-doctoral fellow with the Faculty of Nursing. “Asking participants to identify a symbol that represented living with their illness opened up another avenue of communication; it allowed them to express something that was knowable to them, but not necessarily expressible through words.”

When Molzahn and Schick Makaroff began interviewing people, the initial assumption was that stories about the symbols would shift over time as life and experiences unfolded; however, that rarely happened. “The stories were actually very stable over time, and people keep telling the same stories,” said Molzahn, dean of the Faculty of Nursing. “There are different things that

happen in their lives, but some of the stories that they go back to are repeated almost verbatim—sometimes even the same phrases were repeated years apart.”

Both Molzahn and Schick Makaroff were surprised that most of the symbols selected represented the participants’ lives as a whole—something that encompassed all of their life and who they were as a person. “What we saw were personal objects, family photos, clothing and pieces of music with powerful stories behind them,” said Molzahn. “What we didn’t see was a dialysis bag or medications.”

In fact, Schick Makaroff notes that one individual didn’t even identify a symbol; he talked about a hope that he had in his life. “He wanted to buy a Jeep and a trailer so that he could have vacations with his partner and his dog; the symbol was something in his mind and was something that he really wanted to do. Unfortunately he passed away before they were able to buy the Jeep.”

“People want to feel connection with others when they’re going through something as incredibly challenging as facing their own mortality and living with illness on a day-by-day basis,” said Molzahn. Participants from the study were very interested in learning what they shared in common with others who lived with those experiences, and what was unique to them.

The research team developed a set of brochures based on the participants’ stories, which are for both health-care practitioners and other people living with life-threatening illnesses. In addition, an exhibit based on the project was created for the public and was displayed at the University of Victoria’s Maltwood Gallery and the British Columbia Ministry of Health.

Schick Makaroff says the exhibit and the study itself struck a chord with her, and thinks that many other people will feel similarly. “A lot of people know someone well who has a serious illness—for me it’s my dad. In some ways I have lived my own experience and process of knowing someone intimately who is living with a life-threatening illness.”

Schick Makaroff’s post-doctoral fellowship is funded by the KRESCENT program (joint CIHR, Kidney Foundation, and Canadian Society of Nephrology Kidney Research Training Program). ■

## Discovery provides insight into Duchenne muscular dystrophy

Raquel Maurier

A University of Alberta researcher has pinpointed a gene mutation that brings the medical community another step closer to treating those who suffer from a fatal type of muscular dystrophy.

Toshifumi Yokota, a muscular dystrophy researcher in the Department of Medical Genetics, led a team of researchers that discovered a mutation that results in dramatic regrowth of dystrophin, a protein that acts like a support beam to keep muscles strong.

Yokota said that lab models with the mutation possessed unique muscle fibres that are somehow involved with the regrowth of the important protein that is virtually non-existent in those suffering from Duchenne muscular dystrophy. This disorder is an incurable and fatal neuromuscular condition that causes muscles responsible for movement to weaken, which leads to difficulty walking or breathing.

“If we can find the mechanism that causes the dystrophin protein to regrow, it would be a drug target for the treatment of Duchenne muscular dystrophy,” said Yokota, who holds Muscular Dystrophy Canada’s Friends of Garrett Cumming Research Chair and the H.M. Toupin Neurological Science Chair. “Our discovery is very promising.”

Yokota noted the increased dystrophin protein didn’t result in muscle regeneration, and the team is continuing their research to find out why. “We are now working on the next steps: what causes these muscle fibres to increase in number?”

The first co-author on the study, published in the peer-reviewed journal *PLOS ONE*, was Yokota’s undergraduate summer student, Merryl Rodrigues.

Garrett Cumming, for whom Yokota’s Muscular Dystrophy Canada chair is named, added, “This is very exciting news, and hopefully these findings will lead to a viable treatment and ultimately a cure.” ■



Toshifumi Yokota

## Study shows FASD impairs brain development beyond the womb

Raquel Maurier

Medical researchers at the University of Alberta recently published findings showing that brain development is delayed throughout childhood and adolescence for people born with fetal alcohol spectrum disorder (FASD).



This DTI tractography image represents the brain’s white matter pathways. The different shades of grey are used to tell tracts apart.

Canadians. However, the advanced MRI method revealed greater changes in the brain wiring of white matter in the FASD group, which the authors suggest may reflect compensation for delays in development earlier in childhood.

“These findings may suggest that significant brain changes happened earlier in the study participants who didn’t have FASD,” says the study’s first author, Sarah Treit, who is a student in the U of A’s Centre for Neuroscience. “This study suggests alcohol-induced injury with FASD isn’t static. Those with FASD have altered brain development—they aren’t developing at the same rate as those without the disorder.”

“Our research also showed those with FASD consistently scored lower on all cognitive measures in the study.”

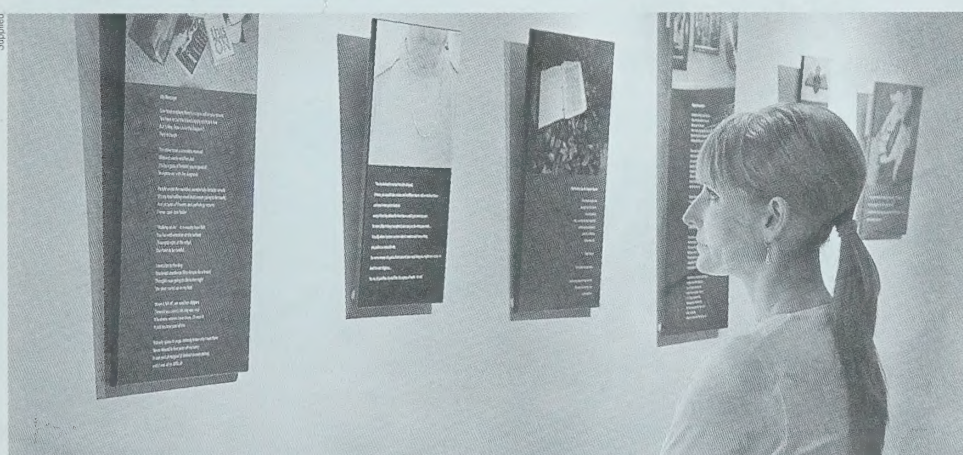
Treit said children with FASD who demonstrated the greatest changes in white matter development also made the greatest gains in reading ability. As well, those with the most severe FASD showed the greatest changes in white matter brain wiring. Scans also confirmed those with FASD have less overall brain volume, an issue that neither rectified itself nor worsened throughout the course of the study.

The team, whose research is funded by the Canadian Institutes of Health Research, is now searching for a biomarker for FASD and examining how the brains of those suffering from FASD changes from adolescence to adulthood.

The study was published in *The Journal of Neuroscience*. ■

Christian Beaulieu, a researcher in the Department of Biomedical Engineering, and Carmen Rasmussen in the Department of Pediatrics led a research team that scanned 17 people with FASD, and 27 people without the disorder, who were between five and 15 years old. Each participant underwent two to three scans, with each scan taking place two to four years apart.

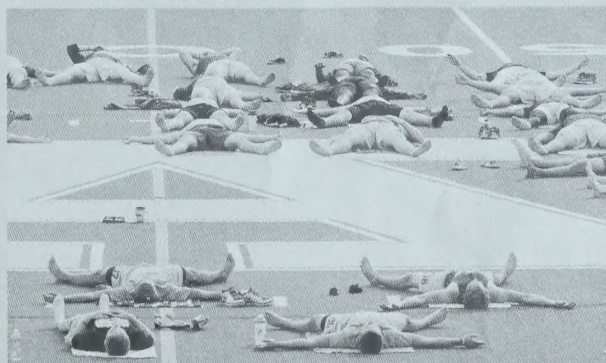
Researchers used an advanced MRI method that examines white matter in the brain. White matter connects the various regions of the brain and usually develops significantly during childhood and adolescence. Those with FASD had markedly less brain volume and white matter than those without the disorder, which affects one in 100



Kara Schick Makaroff viewing the Re-stor(y)ing Life Within Life-Threatening Illness exhibit at the British Columbia Ministry of Health.

## Are You a Winner?

Congratulations to Karin Fodor who won a Butterdome butter dish—as part of Folio’s July 19 “Are You a Winner?” contest. Fodor identified the object as the south entrance to the Edmonton Clinic Health Academy. Up for grabs this issue is a Butterdome butter dish prize pack. To win it, simply identify where the subjects pictured are located and email your answer to [folio@ualberta.ca](mailto:folio@ualberta.ca) by noon on Monday, Sept. 9 and you will be entered into the draw.



Richard Services



# Study shows Mercurial magnetosphere shaped by solar winds

Suzette Chan

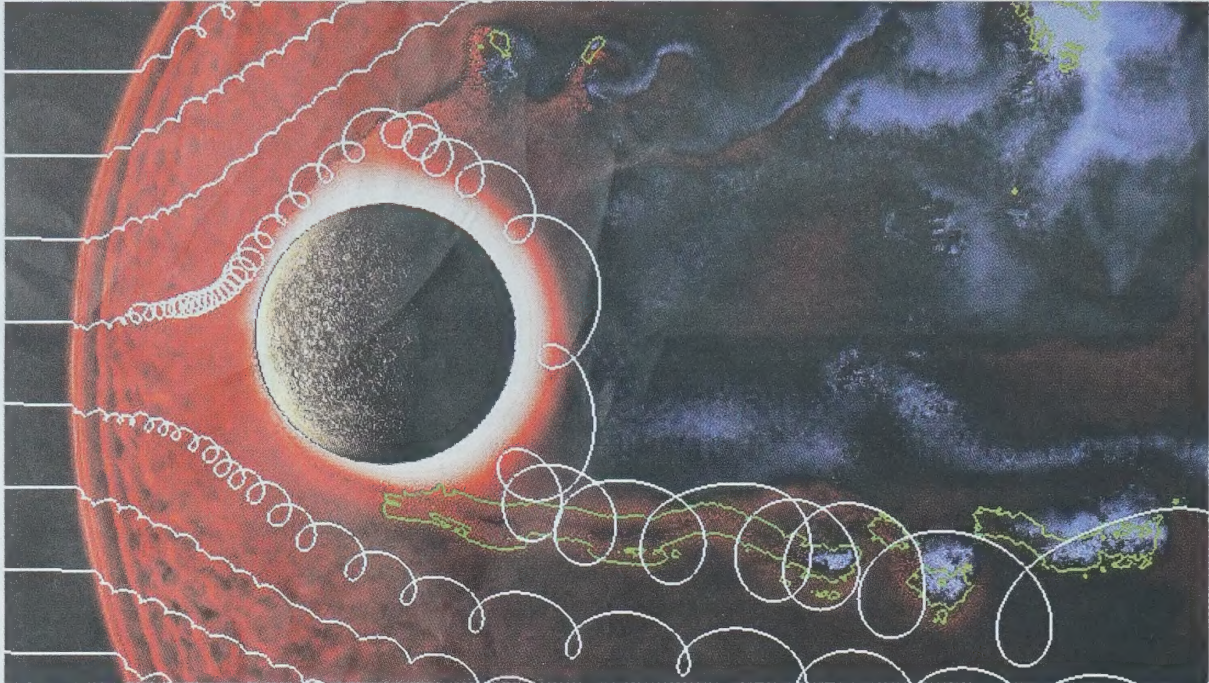
Just before NASA's MESSENGER spacecraft began sending back stunning pictures of the Earth and the moon from its orbit around Mercury earlier this summer, two University of Alberta scientists were using NASA data to look back at Mercury.

Professor Robert Rankin and graduate student Jan Paral used data taken by MESSENGER to create a sophisticated computer simulation that explains unique behaviour in Mercury's magnetosphere—an area of space near the planet in which charged particles are controlled by Mercury's magnetic field.

The behaviour relates to a mysterious asymmetry in the Kelvin-Helmholtz Instability (KHI)—a theory that predicts the onset of instability in the flow of fluids of different densities moving at various speeds—which explains how energy and mass of solar wind plasma are loaded into, and thus shape, Mercury's magnetosphere.

"The KHI is key to understanding how Mercury's magnetosphere is affected by the solar wind," said Rankin, who supervised the development of the hybrid-code that Paral developed during his PhD. "When the KHI and asymmetry was first observed, we quickly determined that ion gyration must be a factor."

To help prove this conjecture, Paral undertook the monumental task to develop the simulation. "He had to choose and implement the correct algorithms. He had to make them work on massively parallel computers at IBM Watson Labs and subsequently on WestGrid (the computer clusters located at the U of A). He had to test and validate the code. Last, but



Mercury's magnetosphere is represented by a white corona in this image. The magnetosphere is asymmetrical, more pronounced on the dusk side of the planet.

not least, he had to solve the problem of the KHI asymmetry," said Rankin.

Paral's code is now being used to study the magnetic fields around objects that, like Mercury, have a weak magnetic field, including Earth's moon, Mars, Venus and comets. Rankin says Paral's plasma-based code is also applicable to an upcoming project funded by the Canadian Space Agency.

The team, along with graduate student Hossna Gharace, is set to examine how lunar

dust is charged and transported over the moon's surface. Rankin and Clare Watt, a former U of A post-doctoral student, previously developed techniques that will allow the group to study how dust is levitated and transported over the "atmosphere" of the moon.

"NASA has said that dust on the moon presents the most significant challenge to astronauts on the moon," said Rankin. "It coats spacesuits and equipment, gets into lungs and is a general hazard."

Along with funding from the Canadian Space Agency, IBM and Westgrid, Rankin and Paral's work was supported with funding and computing access provided by Canada's Advanced Research and Innovation Network, the Natural Sciences and Engineering Research Council of Canada and the U of A's Academic Information and Communication Technologies.

The results were published in the science journal *Nature Communications*. ■

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# U of A's first MOOC welcomes the world to Alberta and its paleontology wonders

Jamie Hanlon

The University of Alberta is making big tracks into its first massive open online course offering. Dinosaur tracks, that is.

Dinosaur enthusiasts in Alberta and around the world have embraced the opportunity to learn about dinosaurs online from one of the world's foremost dinosaur experts, Philip Currie, with the launch of Dino 101. This MOOC has attracted more than 8,000 registrants (as of Aug. 16) in advance of the Sept. 4 launch.

The U of A-developed course is offered in partnership with Coursera, a leading online education company, allowing students worldwide to take the course for free. Dean of science Jonathan Schaeffer says the course opens the world up to the rich dinosaur history that Alberta holds—and to one of the many research specializations of the province's flagship university.

"The University of Alberta has an international reputation for research excellence in paleontology," said Schaeffer. "There are limited opportunities for students around the world to study paleontology. In offering Dino 101, one of the richest learning opportunities in a MOOC format so far, we're excited to share the grandeur of these larger-than-life ambassadors from our past with millions of people around the world."

Dino 101 is a dynamic marquee course that capitalizes on the rich collection of paleontological resources in the province and the presence of world-renowned dinosaur researcher Currie and his grad students.

Schaeffer says it raises the bar in online course development by applying the production values and interactivity of the gaming world to online learning. Led by Currie, curator of dinosaurs at the U of A's Laboratory for Vertebrate Paleontology and a Fellow of the Royal Society of Canada, and co-presenter Betsy Kruk, Dino 101 offers glimpses of bone digs and visits to the Royal Tyrrell Museum in Drumheller, Alberta. There are interactive elements, such as a 3-D fossil file of actual scanned dino bones that students can manipulate as they learn, a bone puzzle and a "history of time" tool that students can zoom in and explore the species that roamed the Earth at various periods.



The university's first massive open online course offering, Dino 101, is proving quite popular as more than 8,000 people are registered for the course in advance of the Sept. 4 launch.

"We're excited to be partnering with the University of Alberta to offer a course that will ignite imaginations and engage people of all ages to learn about a subject as fascinating as dinosaurs," said Coursera co-founder Daphne Koller. "The university faculty has put together a highly sophisticated online course that will translate into a rewarding learning experience for enrolled university students and for many others around the world."

Jennifer Chesney, associate vice-president of University Digital Strategy, says the evolution of MOOCs is yet to be defined, and as a leading-edge institution, the U of A must explore the potential of this new teaching environment. Two university research centres, the Alberta Innovates Centre for Machine Learning and the Centre for Research in Applied Measurement and Evaluation, are researching online assessment technology. New assessment technologies developed by these two collaborating centres will be used in Dino 101. AICML also continues to work with Udacity, another leading online education provider, with whom the university has a research MOU, on using machine learning on student performance data.

"Online courses open up a whole new paradigm for assessing how people learn. We're going to be watching and learning to see how people interact on the MOOC platform," said Chesney. "The University of Alberta is a research and teaching institution. Offering Dino 101 allows us to pursue both streams: innovative teaching and leading-edge research."

In a first for a Canadian university, students will also be able to take this MOOC for credit. U of A students will be able to take the online course version (PALEO 200) or its in-class iteration (PALEO 201) for credit. Students from universities around the world will also be able to receive course

## Paleontology collections

The University of Alberta's rich paleontology collections are available to the public upon request. The collections include more than 51,000 catalogued vertebrate specimens, and have grown, in part, as a result of the close collaborations with the province and with industry, who have contributed some key specimens that have been discovered as Alberta has grown and developed.

- Paleobotanical Collection – Mike Caldwell, Acting Curator
- Vertebrate Paleontology (Laboratory) – Phil Currie, Curator Dinosaurs; Mike Caldwell, Curator Higher Vertebrates; Alison Murray, Curator Fossil Fishes; Clive Coy, Collection Technician
- Invertebrate Paleontology Collection – Lindsey Leighton, Curator
- Mineralogy and Petrology Collection – Tom Chacko, Curator
- Trace Fossil Collection – Murray Gingras, Curator
- Online Collection –  
vertebratepaleontology.museums.ualberta.ca

documentation to seek credit from their universities for Dino 101. Upwards of 200 students have signed up for the 200 and 201 iterations of the course.

New and lifelong learners, individuals and families alike, seeking to enhance their knowledge of the world of dinosaurs can sign up for free through Coursera.

"Dino 101 will be engaging for individuals, families and community members to share in the learning experience of the scientific method through the inspirational world of dinosaurs," said Schaeffer. "It will also help highlight the best of Alberta's rich dinosaur assets."

Register for Dino 101 at [ualberta.ca/dino101](http://ualberta.ca/dino101). ■

## New museum named for famed U of A dinosaur hunter

Michael Brown

The renowned University of Alberta paleontologist who helped put the Grande Prairie area on the map as a dinosaur-hunter's paradise is having a museum named in his honour.

After years of planning, the Philip J. Currie Dinosaur Museum broke ground this summer and is expected to open its doors in the fall of 2014. Set upon a 10-acre lot in Wembley next to Highway 43, the \$34.6-million project will provide 41,000 sq. ft. of state-of-the-art, interactive space to explore.

Currie, who has been digging in the area since the early '70s, says talk of a facility to exhibit the vast findings really began to pick up when his team began excavating the nearby Pipestone Creek bonebed in 1985.

"It is extremely dense with bones," said Currie. "I've lost track of how many skulls we've dug up; it's 25 at least."

The Pipestone Creek site would go on to produce one of Currie's best finds. It was there that his team extracted a herd of what was then a novel dinosaur species, *Pachyrhinosaurus lakustai*, which was wiped out en masse about 72.5 million years ago. Currie explains that the dinosaur is distantly related to triceratops, but instead of horns, *Pachyrhinosaurus* ("thick-nose lizard") has big bosses of bone on its head—one over its nose and one over each eye—which lend the creature its name.

Currie says Pipestone Creek was just the first of a number of sites his team has since excavated that are teeming with fossils not typically found in the

Edmonton, Drumheller or Dinosaur Provincial Park areas.

He adds the Grande Prairie Museum, tourism centre and regional college did their best to exhibit the findings, but were proving to be inadequate.

"Everyone felt these exhibits were not reflective of the quantity and quality of the resources in the area," said Currie. "I think the idea is that if we can find

that much by just going up there and working for a couple of weeks per year, as people become more aware of these resources then more and more material is going to be produced."

Five years ago, the museum board decided the time for the museum was right and began a fundraising campaign. Then, three years ago, the board took the next step and asked Currie whether he would lend his name to the project.

"It's a great honour, of course," said Currie, adding paleontology is just as much about people as it is about dinosaurs. "It's always nice

when you have good people you are working with.

"For me the best part of working at the University of Alberta is being able to work with students—we basically form a team that not only produces scientific papers, but also does the work in the field together and accomplishes things I couldn't ever hope to do by myself."

Currie points to the burgeoning Dino 101, the U of A's first massive open online course, set to go live Sept. 4, as an exercise in teamwork. "We've all worked long hours trying to get the MOOC, but everyone is pitching in and it really is a team effort right across the board." ■



Philip J. Currie



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# PhD student recognized for research on mountain-goat evolution

Sandra Robertson

As a PhD student at the University of Alberta, Aaron Shafer had a knack for getting at the very DNA of how things work. But his research in discovering the evolutionary path of the iconic North American mountain goat took some twists and turns on the way to earning him the Canadian Association for Graduate Studies 2013 Distinguished Dissertation Award.

At one point, he found himself poring over information from 200-year-old logs by Russian sailors who reported seeing "white deer" on Baranof Island in Alaska. It had been thought there were no goats on the island until a small herd was introduced in the 1920s. But DNA sampling and the sailors' observations told a different story.

In terms of understanding the health of wildlife populations, this is a critical finding, Shafer notes. "The more genetically diverse, the healthier these populations are. Diversity allows evolution to occur. It's like a genetic bank account that's large enough to allow populations to change and cope with change to climate. If you don't have that, the ability to change is seriously impaired."

Shafer's dedication and his appreciation for the natural world impressed the judges of the award competition. Ronald Anderson, an engineering professor from Queen's



PhD student Aaron Shafer (right) observes mountain goats in Caw Ridge. Shafer won a national dissertation award for his research on mountain-goat evolution on an island in Alaska.

University, noted, "In working through the applications, Aaron's project grew on me. He has tackled some deep evolutionary questions and had some creative ways of answering them. I've been around the university for a long time and you don't see CVs like this from a new PhD."

Shafer's creative approach in using the sailors' records to support his findings meant making a place for himself in the community of Sitka, Alaska, where part of his research was based. While he

was there, his connection with the community inspired another kind of storytelling. Tlingit master weaver Teri Rofkar revived the art of creating ceremonial robes from the wool of mountain goats—a tradition that goes back centuries. When she heard of the research, she contributed some of the Baranof Island mountain-goat wool she had collected so DNA samples could be taken. The project inspired her to create a design that incorporates the DNA double helix as well as the traditional top borders representing glaciers.

Shafer's PhD supervisor, David Coltman, says his biggest challenge in working with Shafer has been trying to keep up with him.

"Aaron is one of the students we dream of working with at least once in our research careers," said Coltman, professor and acting chair of the Department of Biological Sciences at the U of A. "Students sometimes look for the path of least resistance in their research—not Aaron. He is passionate and creative in his approach to his work and life. For example,

"I came from an MSc program where I had to send samples away to be sequenced, taking over two weeks to get results, to the U of A where I could walk down the hall and have my data in two hours."

Aaron Shafer

in his first year at the U of A he grew a moustache and started hunting and fishing—finding the authentic and, as Shafer himself says, 'incredible' Alberta wilderness experience."

Shafer is equally enthusiastic about his mentor and time at the U of A. "I actively sought out Dr. Coltman for my PhD studies because in my first month as an MSc student at Acadia, my supervisor told me to look up his work."

"Dr. Coltman is as good as it gets, nationally and internationally. None of this would have been possible without him and the resources provided by the U of A. I came from an MSc program where I had to send samples away to be sequenced, taking over two weeks to get results, to the U of A where I could walk down the hall and have my data in two hours." ■

## Parking cellphones just what the Dr. ordered

Bryan Alary

Family physicians regularly counsel patients about medical risks associated with heart disease, stroke, diabetes and smoking, and a team from the University of Alberta wants to add cellphone use and driving to the discussion.

Talking on a cellphone while driving raises the risk of collision by four to six times—comparable to getting behind the wheel while under the influence, studies show. Addressing the problem requires educating the public about the risks, and a good place to start is in the doctor's office.

"We are in a unique position to influence the thoughts and behaviour of people regarding their overall health and well-being by educating them about the issue of distracted driving."

Victoria Lee

"The evidence is clear and compelling. Epidemiologic, driver simulator and naturalistic studies demonstrate that cellphones and driving are a dangerous combination. Unfortunately, while most drivers view cellphone use as driving as unacceptable, many of them still engage in it," writes Victoria K. Lee, a family medicine resident at the U of A, in a commentary published July 29 in the journal *Canadian Family Physician*.

Lee co-wrote the article with pediatrics resident Chantelle Champagne and Louis Hugo Francescutti, a professor in the School of Public Health and adjunct professor in the Department of Emergency Medicine.

The trio maintains that physicians have a role in educating patients through open dialogue about their views to see whether they're aware of the hazards of talking while behind the wheel. The researchers offer a number of discussion points, from increased odds of a collision to risks associated with talking on a hands-free device (studies show it's just as dangerous), text messaging (collision risk jumps 23 times) and the lack of hard statistics about cellphone-related crashes.

"Once patients are convinced of the risks of cellphone use while driving, help to prevent them from developing the habit or help them change their behaviour," they write, listing the following advice:

- Turn off your cellphone when you enter your vehicle or switch it to silent mode and put it somewhere you cannot reach it.
- Set up caller ID and a reliable voice mail system that lets callers know you might be driving and will return their call later.
- Ask passengers to help by operating cellphones and other electronic devices. If you are the passenger, speak up and offer to help.
- If you need to make an important call, pull over and park in a safe location before reaching for your cellphone.
- Do not call your friends, co-workers, clients or family when you know they are driving.

The U of A team says driver education, workplace restrictions, new technologies, media attention and legislation can all play a role in changing cellphone use behaviour, in addition to primary care physicians.

"Patients regard us as community leaders and experts in health and safety. We are in a unique position to influence the thoughts and behaviour of people regarding their overall health and well-being by educating them about the issue of distracted driving." ■

## University community loses gifted violinist and teacher

Michael Brown

The University of Alberta is sad to announce the July 7 passing of Lawrence (Larry) Fisher, a gifted violinist and educator. He was 89.

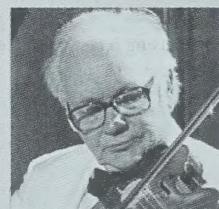
Born in 1923 in Vinton, Iowa, Fisher received his musical education at Eastman School of Music, where he received his undergraduate and master's degrees in violin performance. During the Second World War, Fisher served in the American forces, and was able to apply his sharp aural acuity as a telegraph operator.

In 1969 Fisher joined the U of A's Department of Music as a professor of violin, a position he would hold until his retirement in 1985.

The same year that he came to Edmonton, Fisher became one of the founding members of the famed U of A String Quartet.

The quartet, which made a specialty of contemporary works, appeared throughout North America and Great Britain, and toured Japan, Hong Kong and China during its final season in 1982. The group also appeared more than 200 times on the U of A campus.

Fisher was also on faculty at the Interlochen Arts Academy, the Banff International Music



Lawrence Fisher - 1923-2013

Centre and the Rocky Ridge Music Center. He also served as associate concertmaster of the Oklahoma City Orchestra and appeared as a soloist with the Rochester Philharmonic and the Edmonton Symphony, among others.

Following his retirement, he and his wife Dayna—who was the oboe instructor at the university during Fisher's appointment—moved to Brentwood Bay, B.C., and eventually settled in Edmond, Wash., where he continued to teach violin and remained active as a performer.

"Fisher will be remembered not only for his strengths as a violinist and teacher, but for his generosity, positive outlook and great sense of humour," wrote Leonard Ratzlaff, professor of choral music and friend.

In addition to his music-making and teaching, Fisher was active as an author of mystery novels.

The gift of music was something Fisher passed along to his children. His passing came during a visit to Pennsylvania where he had been teaching at the string summer school of his daughter Kim, principal second violin with the Philadelphia Orchestra. ■

— With notes from Leonard Ratzlaff



# Student researcher examining energy waste in homes

Faculty of Engineering Staff

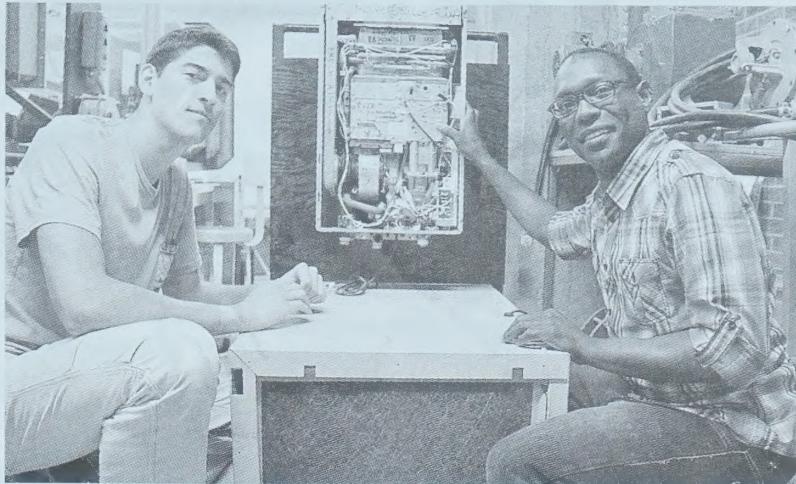
A third-year mechanical engineering student is spending his summer at the leading edge of research into residential energy use, with the ultimate goal of helping policy-makers and industry make informed decisions about energy sources and technology.

Funded in part by an NSERC undergraduate research award, Alberto Palomino is working with mechanical engineering professor André McDonald to research the energy efficiency of systems used to heat homes and hot water in Alberta.

Most households use a natural gas forced-air furnace and hot-water tanks to keep our homes warm and provide us with hot water. McDonald wants to determine whether natural gas powered hydronic systems are more efficient. These systems eliminate hot-water tanks entirely, providing domestic hot water on demand and using hot water to radiate heat in a forced-air system.

Palomino is researching specifications of the hydronic systems and will be creating models used to determine energy input, efficiency and waste.

Even though he isn't in a classroom, Palomino is getting an important educational experience. He says conducting high-level research under McDonald's guidance is giving him a chance to learn new engineering concepts



Alberto Palomino (left) examines a hydronic system used to heat homes and hot water.

and to apply that knowledge. Before beginning work on the project, McDonald gave the young researcher reading assignments and tests.

McDonald says the job is giving Palomino a head start on his engineering studies.

"The work Alberto is doing now with heat transfer, he won't see this in the classroom until the beginning of his fourth year. He's also doing work in thermodynamics that he hasn't covered yet and he has already been reading chapters in the engineering

management text, and on fluid mechanics," said McDonald. "He's ahead of the game on a lot of technical things."

The research is a side project to work by mechanical engineering professor Amit Kumar, who was recently appointed as the NSERC/Cenovus/Alberta Innovates Associate Industrial Research Chair in Energy and Environmental Systems Engineering and is the inaugural Cenovus Energy Endowed Chair in Environmental Engineering.

"It's very important to see the application of what you are studying. That is one thing in engineering that helps students learn."

André McDonald

Kumar's research team is examining the economic and environmental costs of energy production in a holistic manner. Adding the amount of water, land and CO2 into the financial costs of producing a unit of energy will lead to better-informed policies and practices when it comes to selecting energy sources.

And looking at the impact that energy consumers have in heating their homes and water can go a long way in supporting evidence-based decision-making.

Palomino, who has previously taken on research projects in chemical engineering and in the department of physics, says the experience is enriching his education.

"It's very important to see the application of what you are studying. That is one thing in engineering that helps students learn," he says. "We see a lot of theory and there are some labs, but not enough to gain an effective appreciation. This gives me more insight into how the fundamentals I am learning are put together." ■

## Health-care providers turning to social media

Raquel Maurier

Health-care providers are using social media to share information and help patients manage their health struggles, according to recently published medical research from

the University of Alberta. The most popular social media tools are discussion forums and online support groups, and the most common topics are cancer, lifestyle and weight loss.

Lisa Hartling, a researcher in the U of A's Faculty of Medicine & Dentistry, was the lead investigator in the research review, published earlier this year in the peer-reviewed *British Medical Journal Open*. Her team studied the use of social media in the health-care arena by reviewing nearly 300 research articles about the topic.

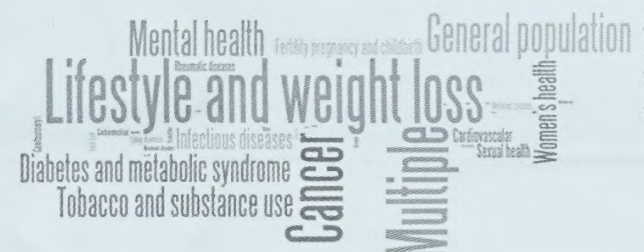
"We wanted to see what social media platforms are being used and how they're being used in the health-care setting to share information with patients and patients' caregivers," said Michele Hamm, who works with Hartling in the

Department of Pediatrics, and managed the project.

"There are many platforms being used for a variety of different conditions. While the authors' conclusions about social media were generally positive, the results don't always show a significant effect."

Hartling said a number of research teams from different parts of the world developed social media interventions to see whether the approach would help patients with a particular health issue, such as needing to lose weight. Then those research teams tested their ideas. The ultimate goal of many of the studies was to see whether social media can be used to promote healthy lifestyles in patients.

In addition to using discussion forums and online support groups, health-care providers also used blogs,



This word cloud shows some of the most popular topics among health-care providers using social media to share information with their patients.

social media networking sites and sites like YouTube and Wikipedia.

Hartling's study referenced a background statistic from September 2012 that 72 per cent of adult Internet users seek support and medical information online, making it the third most common online activity.

This research was funded by the Canadian Institutes of Health Research. Hartling's colleagues included other researchers from the Department of Pediatrics,

a researcher from the U of A's Faculty of Nursing and a colleague from Charles Sturt University in Australia.

Hartling and her team are continuing their research in this area. They recently received additional funding from CIHR to examine how social media is used by children with mental health conditions. And Alberta Innovates – Health Solutions provided funding for her team to study how social media is used in child health. ■



Lisa Hartling

## Music professor's life was his greatest performance

Michael Brown

It is assumed by their captors that prisoners of war are going to try to escape.

Whether that escape came by tunnel or by music, Art Crighton, war hero and longtime University of Alberta music professor, was up for it. Crighton died on July 14 at the Kipnes Centre for Veterans in Edmonton. He was 96.

Born in Ontario in 1917, Crighton developed an early interest in music and taught band music in eastern Ontario before joining the RCAF in 1940. He received basic pilot training in Canada before proceeding overseas, where he joined 419 "Moose" Squadron in December 1941, piloting Wellington bombers.

On his eighth mission over Germany his aircraft caught fire, forcing the crew to bail out. Crighton was captured and became a prisoner of war for three years in 200-man Stalag Luft III in Poland, site of one of history's greatest escape attempts.

Crighton—a man who has said he had music in his blood—played the trumpet and eventually formed an orchestra at the camp. He went on to become leader of a 40-piece band there, as well as a male chorus.

In the soon-to-be-released *The Great Escape: A Canadian Story* by Ted Barris, Crighton pointed out that the Germans didn't mind the PoWs getting involved in musical and theatre productions because it took their mind off escaping.

That, of course, couldn't be further from the truth. In 1944, the prisoners executed an improbable plan that saw them build a tunnel under the prison wall, as immortalized in the 1963 Steve McQueen classic, *The Great Escape*.

Only three of the 77 PoWs who made it through the tunnel—which, as it turns out, came up 10 feet short of the treeline—ever made it to freedom. On Hitler's orders, 50 airmen were executed. Urns containing their ashes were brought back to the camp where a service was held; Crighton played the Last Post.

Following the war, Crighton completed a BMus degree at the University of Toronto, as well as the organist diploma from the Royal Canadian College of Organists; he then earned both master's and doctoral degrees from the University of Southern California. He joined the U of A in 1949 as the music department's second full-time faculty member and university organist. In 1950, Crighton took over the University Symphony Orchestra, a post he would hold for the next 17 years.

"Crighton was a cheerful and gracious presence in the classroom and a generous mentor to graduate students who took his seminars," wrote Leonard Ratzlaff, professor of choral music and friend of Crighton. "He was also very active in the Edmonton musical community, especially as an organist and choral director, and was in charge of theory examinations at the Western Board of Music for many years."

His association with the armed forces continued as well, and in 1986 he retired from the 107 "Golden Bears" Squadron with the rank of lieutenant-colonel.

In 2003 Crighton was awarded the Queen's Golden Jubilee Medal for his contributions to PoW life and his lifetime of commitment to music. ■

—With notes from Leonard Ratzlaff



Art Crighton - 1917-2013



# news [shorts]

folio presents a sample of some of the stories that recently appeared on the [ualberta.ca/news](http://ualberta.ca/news) page. To read more, go to [www.news.ualberta.ca](http://www.news.ualberta.ca).

## Third straight silver lining for tennis teams

The Golden Bears and Pandas tennis teams collected their fourth consecutive medal at the Canadian University and College National Tennis Championships, and their third straight silver showing, after a 6-5 loss to McGill University in the gold-medal showdown Aug. 11 in Toronto.

The Golden Bears and Pandas were tied 5-5 in their matches against McGill, but couldn't come up with the winning point in the gold-medal singles match. Six of the matches between the two programs came down to super tiebreakers, with McGill winning five of them, including the final match.

"Overall I feel we played a very good match," said Alberta tennis leader Russ Sluchinski. "Six matches came down to super tiebreakers, and McGill won five of them. It's obviously an area we will have to focus on in our training going forward."

"Hats off to McGill, they played a great match and were just a little better than we were," added the longtime Alberta tennis coach. "In previous tournaments the Pandas have struggled against the competition, but this year they really contributed to our success by winning important singles and doubles matches. On top of that, I really thought that first-year Panda Kristina Sanjevic was the dominant female player in the tournament."

The national championship tournament, now in its fifth year with a co-ed format, sees singles and doubles play rolled into one overall team score for the school. All of the competing teams played a mixture of singles matches (three men and three women) and doubles matches (two men, two women, and one mixed) for an overall match score.

Alberta has now won four straight medals at the championship, including three straight silver medals (2013, 2012 and 2011) and a bronze in 2010.

The 2014 championship will run August 8-10 in Toronto.

## Record U of A contingent at Universiade

Chelsea Guthrie, a fourth-year student-athlete from the Faculty of Physical Education and Recreation, and Matt Parrish, head coach of the Pandas rugby team, will return to Edmonton with bronze medals as part of Canada's women's rugby team at the 27th Summer Universiade in Kazan, Russia, July 6-17.

Guthrie and Parrish were part of a record number of U of A student-athletes and staff, 18 strong in total, to wear Canadian colours at the biennial games. The Canadian women's Universiade rugby team, coached by Parrish, captured the bronze with a 33-0 win over Great Britain on the final day of competition. Guthrie recorded a try in the match and finished the games with seven tries.

The U of A contingent of 13 student-athletes and five coaches, representing five faculties, was the largest the U of A has ever sent to a Universiade. The Canadian women's soccer team had the most U of A members with eight, followed by three in men's soccer; two each in track and field, wrestling and women's rugby; and one in women's tennis.

The bronze medal in women's rugby was the highest finish by any U of A student-athlete or staff member in Russia. Men's soccer finished seventh and women's soccer finished 10th. Graduate student-athlete Lindsey Bergevin finished 10th in pole vault. First-year tennis player Kristina Sanjevic made it to the consolation semifinals, and wrestler Mike Asseltine was eliminated from competition in the early rounds.

## Grant program branches out to support researchers

The CIHR Special Project, now the Grant Assist Program (Health Sciences) initiative, was launched out of the Faculty of Medicine & Dentistry with the Office of the Vice-President (Research) in 2010. The goal was to enhance CIHR application preparedness and quality to improve funding success.

Because of the success of the CIHR Special Project, the VP Research office decided in 2012 to expand the program to include support for applications in the natural sciences and the social sciences and humanities. As a result, there are now three branches of the Grant Assist Program, each headed by a leader with expertise in the designated research area:

- Health Sciences: Joanne Simala-Grant
- Social Sciences and Humanities: Bonnie Stelmach
- Natural Sciences: Amanda Ryder

The three units speak to the U of A's forward thinking to support researchers as competition for funding becomes increasingly tight. Here are some upcoming events organized by the Grant Assist Program (SSHRC):

- "CCV Workshop for SSHRC IDG Applicants" (Aug. 23, 9-11 a.m.)
- "Pathway to Partnership LOI Success—Half-Day Planning Retreat" (Aug. 27, 8:30 a.m.-noon)
- "Thinkshop on Insight Development Grant" (Aug. 30, 2-3:30 p.m.)
- "SSHRC IDG Writing Club" (October-November)

Detailed descriptions of events can be found at [sshrcc.ualberta.ca](http://sshrcc.ualberta.ca).

Registration for events is through The Learning Shop:

[learningshop.ualberta.ca](http://learningshop.ualberta.ca).

For more information, email Bonnie Stelmach, senior social sciences/humanities application support co-ordinator, [bonnies@ualberta.ca](mailto:bonnies@ualberta.ca).

# U of A mourns passing of 'consummate gentleman-scholar'

Michael Brown

The University of Alberta community is mourning the passing of Rowland McMaster, a long-time member of the English Department whose examination of the Victorian masters was surpassed only by a classroom conduct best characterized by the Charles Dickens maxim, "A day wasted on others is not wasted on one's self." McMaster died peacefully July 20 at the Edmonton General hospice. He was 85.

Born in Australia in 1928, and raised in Port Credit, Ont., McMaster came by his love of the classics as a young boy picking Victorian-era books from amongst the belongings of a late uncle's trunk.



Rowland McMaster - 1928-2013

McMaster took his three degrees in English at the University of Toronto before going on to teach at Acadia University. He would go on to become an authority on dozens of Victorian authors including Anthony Trollope and William Thackeray, but his real passion was Dickens.

"Dickens is one of the biggest industries going on now in literature, but he wasn't when I started," recounted McMaster in an interview with *New Trail* in 1993. "At the time, people rather questioned why you were working on a stuffy old Victorian author."

McMaster came west to the U of A in 1958 to join the English department, where he continued to build his reputation as the leading authority on the "stuffy old Victorian author." A contemporary of McMaster's once quipped, "By 1962 [McMaster] had published five essays on Dickens that exerted more influence and authority than any half-dozen books."

It was at the U of A where McMaster found his stride in the classroom, becoming both beloved and admired by generations of students.

McMaster taught English courses on all things Victorian, as well as Geoffrey Chaucer, and the English novel, along with the first-year survey course, but none were as notorious as his *Currents of Thought* in the Nineteenth Century.

Peter Sinnema, who has been an English professor at the U of A since 1999, remembers his vaunted

year-long, all-or-nothing plunge into Victorian prose in the mid-80's.

"I distinctly recall the engaged, even intense, look on his face as he listened to participants raising questions about texts, and the rigorously respectful way in which he responded to questions, point by point, invariably bringing historical and social context into conversations about Thomas Carlyle or John Ruskin," said Sinnema, who credits that class with turning him on to academia. "Rowland was an enthusiast for the material he taught, and that enthusiasm—that genuine joy about learning and reading the Victorians—was always evident in his interaction with all things 19th century."

Sinnema added, "Friendly, never condescending, the consummate gentleman-scholar: this is how I will always remember Rowland."

Another U of A English professor fortunate enough to have braved McMaster's *Currents of Thought* remembers McMaster first as a great teacher and then as a great colleague.

"Carlyle, Pater, Ruskin, Mill, Morrie—every single class was filled with knowledge and characterized by the most interesting discussions you could imagine, prompted by the clear expectation that we'd done the reading—no one dared not—and Rowland's thoughtful spurs to reflection," said 3M National Teaching Fellow Heather Zwicker. "He always had time for students and made a genuine effort to get to know us, even anxious and awkward second-year Honours English students like I was."

And although his academic honours, which include election as a fellow of the Royal Society of Canada in 1990, the U of A's coveted Killam Professorship in 1991 and the Kaplan Award for Excellence in Research in 1993, all point to a distinguished research career of the highest order, McMaster was in it for the love of teaching.

"The fun of teaching keeps me here," he said in 1993, a year before his retirement. "There's no better job going than having all these brilliant young people around whom you can argue with."

McMaster's service to the English department is still felt today, more than 50 years after he arrived. It was then that the idea of establishing graduate studies in English was coming to fruition, and he was designated chair of the committee in charge of shaping the new program.

McMaster would go on to teach one of the first graduate courses offered in English at the U of A, an experience that changed more than the department. It is there that he met his wife of 45 years, fellow U of A professor, Victorian scholar and Royal Society of Canada fellow, Juliet McMaster. In his Kaplan Award speech, McMaster joked, "Wherever we are there is a 24-hour-a-day staff meeting and scholarly discussion going on."

He was a lifetime photographer, a gifted dramatic reader—students have been dazzled by his renderings of the voices of such Dickens favourites as Magwitch from *Great Expectations* and Sergeant Buzfuz from *The Pickwick Papers*, as well as Harry Bailey from Chaucer's *The Canterbury Tales*—and a good dad.

Those who would like to contribute to a bursary in Rowland McMaster's name can call the Annual Fund Office at 780-492-7587. ■

—With notes from the 1993 autumn edition of *New Trail* magazine

# classified ads

## ACCOMMODATIONS FOR RENT

**SOUTHWEST.** Executive Adult Condo. 2 bedrooms, 2 bath, huge kitchen with center island/eating bar, in-suite laundry, fireplace, balcony, underground heated parking, car wash bay, work shop, fitness room. View of University farm and city skyline. Easy access to U of A, Whitemud Drive, Anthony Henday, shopping and transportation. \$2,000/month. Lease length negotiable. 780-434-0711.

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**PARKVIEW.** 2,000 sq. ft. unfurnished, 3 bedroom house with sunroom and attached 2 car garage. ¼ hr walk to university. \$2,500/month. 780-487-5202. [richard.baker222@gmail.com](mailto:richard.baker222@gmail.com).

**HOUSE TO SHARE.** Visiting professor has house to share in Windsor Park. Steps from campus. Details: [brettl@ualberta.ca](mailto:brettl@ualberta.ca).

**OLIVER CONDO.** 6 – 24 month lease. <https://www.airbnb.ca/rooms/567200>. Email: [summerlease41or2@gmail.com](mailto:summerlease41or2@gmail.com). Messages: 780-760-7863 (9am – 5pm).

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**CENTRAL EDMONTON CONDO.** Many upgrades. [www.realtor.ca](http://www.realtor.ca) (MLS # E3343576). Email: [summerlease41or2@gmail.com](mailto:summerlease41or2@gmail.com). Messages: 780-760-7863 (9am – 5pm).

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## Summer camp brings junior astronauts to frontiers of space

Folio Staff

The University of Alberta has been rocking rocket science for Alberta kids again this summer.

Now in its sixth year, the ISSET Space Academy welcomed close to 100 students aged eight to 14 to campus to learn from real space scientists as part of its summer camp program. Based on the U of A's internationally recognized space research program, Space Academy offers students rich opportunities for discovery.

"The camps give students an in-depth look at what's captivating and exciting about the frontiers of space research and exploration as part of the U of A's international space science research. We have brought kids literally to the space frontier," said Space Academy founder and astrophysics professor Ian Mann.

Since it began, Space Academy has been on an upward trajectory. The program was recently recognized in the form of funding from the Natural Sciences and Engineering Research Council of Canada's PromoScience program. With this support, the camps now offer junior astronauts the chance to participate in real scientific experiments that include sending an instrument payload into space on a weather balloon to measure levels of space radiation entering the atmosphere.

The students also launch real rockets, practise real astronaut training drills and visit the U of A Observatory to observe the sun and solar flares.

The camp represents the outreach arm of the U of A's Institute for Space Science, Exploration and Technology, which brings together scientific and engineering disciplines and partnerships to take advantage of cross-disciplinary opportunities in space exploration and industrial applications.

The institute's space research includes international projects such as NASA's Phoenix Mars Lander and the Canada-Norway sounding rocket exchange program (CaNoRock). ■

**"We have brought kids literally to the space frontier."**

Ian Mann

## Summer students having an impact on construction industry

Richard Cairney

Two high-school students spent their summer working in a University of Alberta engineering research lab, discovering the rewards of seeing the impact of their work—and exploring a possible career.

Ripple Patel and Raylene Boake spent six weeks this summer working in civil engineering professor Mohamed Al-Hussein's research lab with the Women in Scholarship, Engineering, Science and Technology (WISEST) Summer Research Program.

**"I really like the problem-solving aspect of engineering."**

Raylene Boake

Al-Hussein is a respected leader in research on modular construction, a system in which buildings—including homes—are manufactured in one location and assembled at another. The system eliminates virtually all waste and significantly reduces the industry's environmental impact, while saving costs.

Boake and Patel worked with PhD student Mana Moghadam, using computer programs to help reduce waste and keep an industrial research partner's operations running efficiently.

The two high-school students, both entering Grade 12 this fall, visited the Igloo Prebuilt Homes warehouse and a job site, where they saw a prefabricated home delivered and erected.

After visiting and photographing the warehouse, Boake began working on plans to reorganize it by creating a 3-D version of the warehouse on her computer.

"I'm trying to reorganize the warehouse to make it more efficient," she said. "I looked at what they use the most and organized it by height."

Patel also worked with 3-D modelling software, taking plans for houses in one software program and translating them into another. The level of detail in the software is impressive, allowing users to designate types of electrical and plumbing fixtures and appliances.

"It's just a matter of lifting it up with a crane and putting it down on the site," said Patel, a resident of Fort McMurray who spent her six weeks in residence with other WISEST participants from outside of Edmonton.

The pair also participated in tours of engineering facilities—including the NanoFab micro and nano fabrication research lab—and a day-long session with female mentors.

Boake says she has definitely caught the engineering bug, but won't rule out science, either.

"I am definitely thinking of going into engineering—the harder decision will be figuring out which area to choose. I really like the problem-solving aspect of engineering." ■

## Students bridge borders in Colombia



A group of students in the occupational therapy master's program at the U of A had the opportunity to do a clinical placement in South America for the first time.

Jeannine Guérette

From art therapy and music programs to safe sex and clean needles, the University of Alberta's occupational therapy students' clinical placement in Bogota, Colombia, certainly offered a variety of learning experiences.

From March 21 to May 3, nine students in the occupational therapy master's program in the U of A's Faculty of Rehabilitation Medicine were given the opportunity to do a South American placement for the first time. The trip was partly thanks to a connection made by Liliana Alvarez, a PhD student in rehabilitation science and an assistant professor at the Universidad del Rosario in Bogota.

"In 2009 an agreement was signed between the two faculties, which has led to a number of collaborations. Tim Barlott, an occupational therapy master's student, was doing his thesis work in Colombia and came up with the idea of giving students from the U of A the opportunity to do their placement there," explains Alvarez.

After a brief two-day orientation, second-year student Jillian Franklin, was stationed at the Fundación Procrear, a site at the heart of Bogota's red-light district, for six weeks.

"The work we did in this area focused on harm reduction. This involves minimizing the risk of harmful activities; it could include handing out clean needles to drug users or condoms to sex-trade workers," says Franklin. "Our site also used art therapy, which was really cool and different from some of the techniques

I was used to. Most importantly, our site provided a safe place for community members to come and enjoy activities."

But the placement wasn't without its challenges.

"I think that we were all under the impression that our host students would be our interpreters, but we found out very quickly that they weren't," says Franklin. "When we met them for the first time at the airport, they asked us if we spoke Spanish, and we asked them if they spoke English. When we realized the answer was no, we all just said 'whoooooa,'" she recalls with a smile.

Despite some language difficulties, Alvarez and the other co-ordinators are proud of how the students were able to think on the fly.

"This placement stretched our students both professionally and personally. It pushed them to think outside the box and broadened their view of occupational therapy to a global perspective," says Alvarez.

"Though there is some contrast in the way that Colombians practise occupational therapy, the core of what we're trying to do as occupational therapists—enabling participation

in meaningful activity—is unchanged. The important lesson is that we're all about the same thing regardless of our country," says Hagg.

Alvarez says the Department of Occupational Therapy plans to offer this placement option to students again next year.

"It was our first time doing this placement, so we will take what we learned and improve upon it for next year," says Alvarez. "With this said, though, it was a great first time and the overall feedback has been very positive," she adds. ■

**"This placement stretched our students both professionally and personally. It pushed them to think outside the box and broadened their view of occupational therapy to a global perspective."**

Liliana Alvarez

## talks & events

Talks & Events listings do not accept submissions via fax, mail, email or phone. Please enter events you'd like to appear in folio and at [www.news.ualberta.ca/events](http://www.news.ualberta.ca/events). A more comprehensive list of events is available online at [www.events.ualberta.ca](http://www.events.ualberta.ca).

Deadline: noon one week prior to publication. Entries will be edited for style and length.

### AUG. 23

**Federalism According to Harper: Quebec's Place in a Conservative Canada Workshop.** What is Stephen Harper's Conservative government's record on federalism? Which are the political principles behind it? Experts from all over Canada will offer answers to these questions, examining essential issues for a better understanding of current Canadian politics. 8:15 a.m.–6 p.m. 3-04 Pavillon Lacerte, Campus Saint-Jean.

### SEPT. 4

**First day of classes.**

**Dino 101.** The University of Alberta is offering Dino 101, a high-quality and rigorous massive open online course (MOOC) that teaches learners the scientific method through the universal appeal of dinosaurs. To register go to [ualberta.ca/dino101](http://ualberta.ca/dino101).

### SEPT. 5

**Strategies for Preparing a Successful CIHR Doctoral Research Award Application.** Tips and considerations for preparing a successful 2013-2014 CIHR Doctoral Research Award application will be discussed. The speaker, Dr. Fred Berry (Associate Professor, Department of Surgery), has sat on the CIHR Doctoral Research review panel for the last two competitions. He will share his insights into the review process as well as share tips on developing sections of the CIHR Doctoral application. 2:15–3:15 p.m. F 214.02 Walter C. Mackenzie Health Sciences Centre. To register go to [rsoregistration.ualberta.ca](http://rsoregistration.ualberta.ca).

### SEPT. 7

**Football home opener.** Golden Bears vs. UBC Thunderbirds. 5 p.m. Foote Field.

### SEPT. 13–15

**I am a bird from Heaven's Garden.** A three-day celebration of music, sound,

architecture and gardens, featuring presentations by distinguished scholars from around the world, garden designers and builders, plus performances and workshops with outstanding musicians. [heavens-garden.org](http://heavens-garden.org).

### SEPT. 14

**Golden Bears Football vs. Regina Rams.** 5 p.m. Foote Field.

### SEPT. 19

**Celebrate! Teaching.** Learning. Research. Co-hosted by Martin Ferguson-Pell, acting provost and vice-president (academic), and Lorne Babiuk, vice-president (research), this event celebrates exemplary individuals: faculty who bring their research to life in the classroom; graduate and undergraduate students who have distinguished themselves for outstanding academic and extracurricular work; and staff that support research and learning. 4 p.m. Myer Horowitz Theatre.



# TIES THAT BIND



## PHOTOS

RICHARD SIEMENS, MARKETING & COMMUNICATIONS

## BackPage

In the days leading up to the Aug. 16 kickoff to the 2013 Golden Bears football training camp, team captains brought the full 90-man roster together for a two-day team bonding experience dubbed the "Captain's Camp." Over the course of this camp, which is exclusive to the Golden Bears program, the student-athletes participated in a range of events that included curling lessons at the Saville Community Sports Centre, a giant yoga session on the turf at Foote Field, a seven-on-seven flag football tournament, team meals and paintball.







# GOLDEN BEARS & PANDAS

2012-2013 ATHLETICS SCHEDULE




# SPORT CLASS

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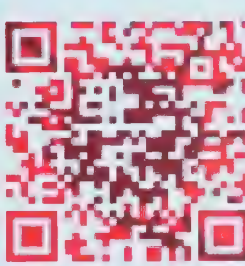
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	PANDAS	GOLDEN BEARS	V5
Nov 2	6:00 PM	8:00 PM	Brandon
Nov 3	6:00 PM	8:00 PM	Brandon
Nov 8	8 PM	6 PM	@ Calgary
Nov 16	6:00 PM	8:00 PM	Leithridge
Nov 17	6:00 PM	8:00 PM	Leithridge
Nov 23	6:00 PM	8:00 PM	Victoria
Nov 24	6:00 PM	8:00 PM	British Columbia
Nov 29	6:00 PM	8:00 PM	@ Northern Strait
Dec 1	5:00 PM	7:00 PM	@ Mount West
Dec 11	6:00 PM	8:00 PM	@ Trinity West

	7:00 PM	7:00 PM	@ Fraser Vall
12	5:00 PM	7:00 PM	

Jan 18	6:00 PM	8:00 PM	Thompson Hall
Jan 19	6:00 PM	8:00 PM	British Columbia
Jan 25 - 26	6:15 PM	8:00 PM	@ Regina
Feb 1	6:00 PM	8:00 PM	Manitoba
Feb 2	5:00 PM	8:00 PM	Manitoba

3-9	6:00 PM	8:00 PM	@ Winnipeg
5-16	6:15 PM	8:00 PM	@ Saskatchewan

**NATIONAL CHAMPIONSHIPS**  
8 - 10 @ Carleton

**9 - 21 Pandas Hoopfest**

## GOLDEN BEARDS &amp; DAVIDA

8	5:00 PM @ Fraser Valley	PANDAS VS GOLDEN BEARS VS	2:00 PM Mount Royal
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## 2:00 PM @ Mount...

15	12:00 PM @ Calgary 12:00 PM @ Leithbridge	2:00 PM @ Winnipeg 2:00 PM @ Winnipeg 7:15 PM @ Victoria 7:15 PM @ Fraser	2:00 PM @ Winnipeg 2:00 PM @ Winnipeg 7:15 PM @ Victoria 7:15 PM @ Fraser
p 23	2:00 PM Mount Royal		

2:00 PM Northern British Columbia

6	12:00 PM	British Columbia	2:15 PM	Saskatchewan
7	12:00 PM	Trinity Western	2:15 PM	Saskatchewan
13	12:00 PM	@ Saskatchewan	2:00 PM	British Columbia

14	12:00 PM @ Regina	2:00 PM	Trinity W
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20	2:00 PM	Winnipeg	@ Lethb	2:00 PM
21	2:00 PM	Manitoba	@ Lethb	2:00 PM
27			Calgary	2:00 PM

12:00 PM Calgary

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\$ \$24 (\$6/game)	\$42 (\$3/game)	\$24 (\$3/game) <b>\$18 (\$3/game)</b>
\$ \$12 (\$3/game)	\$42 (\$3/game)	\$24 (\$3/game) <b>\$18 (\$3/game)</b>

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# CAREER

*connections*

## CYBER SPACING YOUR CAREER

Social Media's Impact  
on the Career World

Coming Out in the  
Workplace

Employers Hire  
More Than Degrees

Career Resources  
for Science Students

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# CAREER

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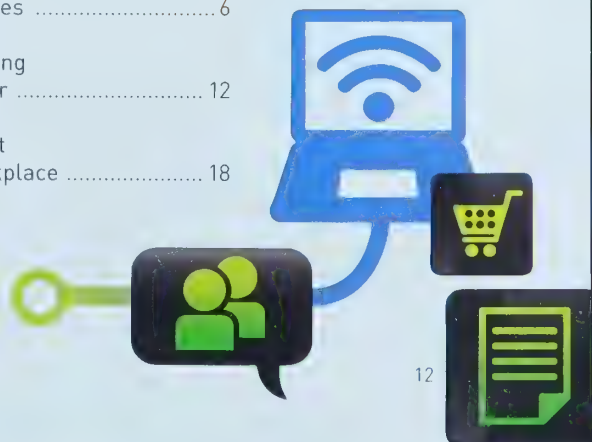
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Fall 2012 issue Volume 4, Number 2

*Career Connections*, a free publication, is produced bi-annually through the efforts of CAPS: Your U of A Career Centre. CAPS is a University of Alberta student service and the source for career and employment information and expertise. We offer a number of career services and resources to assist University of Alberta students and alumni in making transitions to, and within, the world of work. We provide the essential link between those looking for work and those looking to hire. CAPS assists employers with their recruitment by helping them connect with students and alumni at the U of A.

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## Letter from the director

*One of the questions we often hear from students, particularly those whose academic program is not geared toward a specific profession, is 'What can I do with my degree?'*

It is a difficult question to answer because students' career options are not dependent solely, or in many cases even primarily, on their degree. A whole host of other factors will shape their careers and play a role in the jobs they work in over the course of their careers. Some of these are external factors, such as labour market conditions, over which they have little control. Other factors which influence where students end up working after completing their degrees include their awareness of their career options, the employability skills they develop through work, volunteer and other experiences, their interests and motivations and even their ability to present themselves well to employers when they are looking for work. This is the theme of *Employers Hire More Than Degrees*, one of the feature articles in this edition of *Career*

*Connections*. It offers advice on activities students can engage in while they are completing their degrees in order to develop and hone skills sought by employers, broaden their awareness and understanding of their various career options and make connections with people who can support them in their transition from school to work.

Our second feature article focuses on social media, which is being used increasingly by both employers and job seekers. Social networking sites like Facebook, LinkedIn and Twitter can be used by students to find work opportunities, connect with others in their areas of interest and build a professional profile. Many of us have heard about students who have had job offers

retracted after the employer found 'inappropriate' content on their Facebook page. *Cyberspacing your Career* offers advice about how students can use social media to their advantage as opposed to their detriment.

A regular feature of *Career Connections* is the CAPS Librarian's Hi-5. In this edition she is featuring five of her favourite career resources for Science students, resources which students can find in the new CCIS Career Centre. A collaborative initiative of the Faculty of Science and CAPS, the CCIS Career Centre is another location students can visit to learn about the career services and resources available to them. Similar to our centre in SUB and the HUB Career Centre, which is run jointly by CAPS and the Faculty of Arts, all students can access the CCIS Career Centre, although most of the career services and resources available there will be targeted to students in science-related disciplines. The official grand opening of the new centre, located at 1-031 CCIS, is on Tuesday, September 25th from 3 to 5 p.m.

This issue of *Career Connections* also includes information on new programming for graduate students and postdoctoral fellows and more. I hope you enjoy reading it. As always, I invite you to email your comments and suggestions to me at joan.schiebelbein@ualberta.ca.





# ? Initial Inquiry

## for Advanced Degree Holders

### Q How can I increase my chances of success for a career outside academia?

A Regardless of your discipline, your transferable skills will serve you well in successfully obtaining and navigating your career outside academia.

David Kearns, former CEO of Xerox Corporation, remarked, "In periods of change, narrow specialization condemns us to inflexibility - precisely what we do not need. We need flexible intellectual tools to be problem solvers, to be able to continue learning over time."

This point was repeatedly driven home at the 2012 Alberta Graduate Conference recently held at the University of Alberta. One keynote panelist, Dr. Ernst Bergman, specifically commented on the short shelf life of technical skills and the need to quickly adapt to changing roles and environments.

Since the shelf life of technical skills is inversely related to the rate of knowledge

advancement and application, rapid innovation means increasingly shorter shelf lives - many technical skills require updating within two to five years. More than a decade ago, Craig Barrett, former president and CEO of Intel, stated, "The half-life of an engineer, software or hardware, is only a few years."

Whether or not your discipline is technically related, developing your transferable skills is paramount to engaging in and managing your career (see definition). Throughout your life, your career path will likely change direction several times. Your transferable skills will ease these periods of transition and be your bridge to enhancing current work situations and embracing new career directions.

In *Making the Case for Liberal Education*, Debra Humphreys cites "change" as "the predominant characteristic of today's economy and tomorrow's jobs." She emphasizes the need for graduates to have "durable and transferable skills that will equip them to succeed over the long term in a volatile global economy." Transferable skills are:

- acquired through experience in learning, work and leisure
- developed over extended periods of time
- transferable to new situations

By their very nature, transferable skills are highly valued by employers for the positive and productive interactions they infer. In CAPS' last employer survey, we asked, "When screening applicants, what are the top five non-job specific skills that your organization looks for in potential employees?"

Employers from across sectors (technical and non-technical) responded:

- teamwork
- verbal communication skills
- organizational skills
- customer service
- problem solving

If you are concerned that you are "knowing more and more about less and less" and thereby taking yourself out of the non-academic job market, pause to identify the transferable skills you have gained on your journey so far and the ones you need to further develop. Still feeling stuck? Refer to the article *Doctor who? Marketing your transferable skills for employment beyond academia* by Jeff Osweiler <http://www.universityaffairs.ca/doctor-who.aspx> and book a career advising consultation with a CAPS Career Advisor for Graduate Students and Postdoctoral Fellows.

**Career management is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future.**

— National Steering Committee for Career Development Guidelines and Standards



# Graduate Student and Postdoctoral Fellow EXCLUSIVE



Want to approach the academic and/or non-academic market with confidence? CAPS: Your U of A Career Centre is committed to supporting you with your career exploration and work search needs.

Over the past year, CAPS has busily surveyed graduate students and postdoctoral fellows, met with key stakeholder groups, summarized findings and established program outcomes.

## Now, we're ready to roll!


Check out CAPS new programs and resources developed specifically for advanced degree holders. Visit The WORKbook for Graduate Students and Postdoctoral Fellows, our online classroom full of finger-tip answers to your academic interview or resume and CV questions. Sign up for the career management and work search workshop (Beyond Academia! Your conduit to a non-academic career) to explore how your interests, values and skills align with non-academic options and learn proactive networking and work search strategies.

## More to come...

While current programming consists of individual consultations, group sessions and online resources, CAPS will continue to develop programming that meets your career-related needs by gradually phasing in additional online resources and workshops.

Your feedback is important to us. Please contact Sharon Sherman, Career Advisor for Graduate Students and Postdoctoral Fellows, at [sharon.sherman@ualberta.ca](mailto:sharon.sherman@ualberta.ca) with any questions or comments about our new or existing programs.





*When was the last  
time you saw a job  
posting that simply  
listed a degree as  
the only qualification  
or requirement?*

Employers  
than



It rarely happens—employers hire more than degrees. If they didn't, how could they differentiate between you and nine other candidates, all with the same degree? Do you all fit the job at hand equally? What makes you stand out over others?

We should be glad employers hire more than degrees because our experiences in life make us individual and shape our unique set of skills. That's really what employers are looking for: your distinct skill set (of which your degree is just one part), mixed with your personality, which fits both the position they are hiring for and their organization.

Although some of these aspects can be learned in the classroom, they are enhanced as one chooses to supplement their degree with new experiences. By participating in your university and community, beyond what is in your course outline, you can continue building your distinct blend of skills and experience that employers will find valuable. At the University of Alberta you are surrounded with opportunities to expand your horizons. The hardest part won't be finding a program to participate in, but choosing between hundreds of amazing opportunities.

#### We'll "grant" you a wish

*The Green and Gold Student Leadership and Professional Development Grant* was created to help students develop skills and competencies required to become leaders in the workplace and society following graduation. The grant provides funding for attending conferences, workshops and non-credit classes. Other opportunities are certainly possible if the activity can be justified in your application. Through the first year of the program students were able to attend events in Canada, United States, South Africa, Ecuador, England, the Netherlands and Scotland. In their final reports, the grant recipients spoke about the skills, connections and confidence the opportunity provided them with:

- *"We left the conference with tangible ideas about problem areas in our society, as well as concrete skills in advocacy for a better system."*

- *"All in all, I have gained a tremendous amount of professional development by attending the workshop, and hope to disperse what I have learned to those interested. I have already arranged to talk to various lab and research groups on the U of A campus about several methods I picked up at the workshop."*

[www.greenandgoldgrant.ualberta.ca](http://www.greenandgoldgrant.ualberta.ca)

#### What's your question?

The Undergraduate Research Initiative (URI) was created in 2011 to show U of A students why and how to get involved in research activities and creative works. The initiative supports students in developing skills needed for participation in undergraduate research and facilitates opportunities for students to engage in undergraduate research.

Most people think doing research is reserved only for graduate students, but engaging in research at the undergraduate level can be very rewarding. There is no better way to develop problem-solving and critical thinking skills than starting with a research question and working through all aspects of the answer. Undergraduate research can be challenging because it requires significantly more self-direction and independent learning

# hire more DEGREES



than many introductory undergraduate courses. These skills and traits may gain potential employers' confidence in your ability to get the job done without excessive amounts of supervision.

The URI has a vast number of services and resources to guide you through your undergraduate research. From Researchers in Residence to funding, there is something for everyone in any stage of pursuing undergraduate research. If you are looking to explore current research positions, courses and activities in one place, there is even an online inventory of undergraduate research opportunities. Past participants had great feedback regarding their skill development in the program:

- *"I am so thankful for the URI Stipend. It has allowed me to continue researching and learning from those who are experienced in the field. What a great initiative!"*
- *"I gained lots of new information regarding research and skills required in this realm of work. This event [Get Your Hands Dirty panel featuring advice from researchers] should be held again next year."*

Research can be conducted in social sciences, humanities and fine arts; lab coats not required.

[www.uri.ualberta.ca](http://www.uri.ualberta.ca)

**The CAPS Career Mentoring Program connects you with a volunteer career mentor from the community.**

### Connect with people in the field

Taking time to learn from seasoned professionals allows you to capitalize on their successes, failures, lessons and connections. The richness and intricacies of others' experiences and

their willingness to share their learning are invaluable as you explore how you fit into the world of work. Who among us couldn't use that kind of help? Students who have participated in the program have benefited in many ways: *"Participating in the CAPS Career Mentoring Program was a wonderful experience for me. As a mentee, my mentor gave me a lot of suggestions on career development, from resume writing, interview preparation, to work relationship building; lots of suggestions were based on my mentor's personal experience, which is so practical and inspired me a lot."*

The CAPS Career Mentoring Program connects you with a volunteer career mentor from the community. You work with your career mentor for approximately eight months to develop the skills, knowledge, attitudes and connections you will need as you transition into the world of work. Your career mentor is a trusted advisor or guide who supports you in setting and then working towards specific professional development goals. They will offer you encouragement and professional advice and act as an informal coach, role model and broker. What you gain from your interactions with your mentor will propel you several strides ahead in your career. From another participant, *"I feel that I am very lucky to have [my] mentor. She lets me know the possibilities I can have in my career. Every time I talk to her, I feel encouraged."*

But what if you don't have eight months to dedicate? CAPS offers a couple of other programs to connect you with professionals so you can learn more about what really lies beyond graduation.

If you can afford a few days of your time, consider job shadowing. The annual U of A Job Shadow Week matches you with a community-based professional for a workplace visit during February's Reading Week. Participants spend from one to four days with their job shadow host, learning about day-to-day realities, gaining valuable advice and making connections.

If you only have a few hours, we also have a solution for you. The Career Information Network (CIN) is

an online list of community members who can provide you with one-time career information and advice through a brief individual meeting, e-mail or phone call. You conduct as many information interviews as you want to learn more about the jobs and careers you are interested in from people who are actually in them. Don't worry if you don't have a clue how to conduct an information interview. Not only is there a guidebook available online, there are also staff and volunteers at CAPS who can help you prepare.

Check the CAPS website for more information on all of these programs.

### Leverage your skills

Everyone's heard this old adage: you need experience to get a job but you need a job to get experience. So how do you break into that never-ending cycle? As you work through your degree, try to find paid employment, volunteer positions, or work experience programs that will help you develop skills desired by employers—transferable skills such as customer service, interpersonal skills and the ability to work well on a team. The use of these skills is not restricted to one job and their value will translate across positions and fields of work. For example, the ability to use a cash register in a restaurant likely won't transfer to a position as a teacher. However, the problem solving, conflict management and communication skills you gain from working with customers could be used to work towards solutions with students and their parents. At the very least, working during your university years shows future employers your ability to prioritize and effectively manage multiple commitments.

If you are in a job related to your field of interest, you have the opportunity to work on developing both transferable and technical skills. Technical skills are specific to one type of work. Some common examples include the ability to use certain software, processes or systems. But keep in mind that although they are valuable, technical skills have a shelf life (see Initial Inquiry on page 4).

Before starting a new position, think about the skills you'd like to develop and how you might go about doing that.



Have a discussion with your supervisor to solicit their feedback and support. What other skills do they think you can or should work on? Which tasks, projects or people can they connect you with to help you achieve your goals while still fulfilling the responsibilities of your job? While in your position, offer to take on useful tasks that will help you develop specific skills you think an employer will value in the future. For example, if you want to work on your public speaking skills, present a new idea at the next staff meeting.

As you work, you will also be building contacts. These are the people you can approach to find out about future work opportunities, who can act as mentors and advisors and provide the excellent reference you need to secure your next job.

Check the CAPS website to find our online job postings and information about some work experience programs. You can also check with your faculty to find out about work experience programs for your area of study.

### Take the lead

While in university, consider the valuable experience of getting involved in student leadership. This may be as an executive member of a club or on a team for an academic competition. Not only will you develop strong skills (team work, organization, decision making and project management), you will develop friendships. Those friendships will enrich your university life and help you in endless ways throughout your professional career. The ability to develop and maintain a strong and collaborative professional network is an essential skill that many employers value, especially in a multigenerational workforce.

There are over 400 student groups at the U of A so you shouldn't have trouble finding some that align with your interests. You can find departmental organizations, cultural groups, activity clubs, religious groups and charitable organizations. There is something for everyone.

[www.su.ualberta.ca/services/  
studentgroups/](http://www.su.ualberta.ca/services/studentgroups/)

### Bringing it all together

Employers are looking for a few more pieces to the puzzle. A positive attitude, willingness to take on challenges, strong work ethic and desire to learn continuously can also add to the package. Employers will likely infer some of these traits just from the fact you supplemented your skill set with experience outside the classroom.

In addition, many organizations work towards building positive work environments internally and engaging with their communities in productive ways. Employers with this in-view will look for new hires with a proven record of productively engaging in their own communities. Actively participating beyond the classroom will show employers you have developed more than "book smarts" in your university years. Rather, with your blend of skills and experience, and your degree in hand, you will appear as a well-rounded, prepared and competent candidate.

# WHAT DO YOU THINK OF THIS MAGAZINE?

We want to know what you think of *Career Connections* magazine so we can better meet your needs. To show our gratitude for your feedback you will be entered to win a \$50 gift certificate from the University of Alberta Bookstore.

Go to the following link online:

[http://ca.studentvoice.com/ualberta/  
careerconnectionsreadershipsurveyf](http://ca.studentvoice.com/ualberta/careerconnectionsreadershipsurveyf)

Scan the QR code with your smart phone and fill out the survey right now.



Please note you will be asked to provide your email address to be entered into the draw. We will not use your email address for any purpose other than to inform you if you have won the prize.



## Gwyneth Dunsford



*Bachelor of Arts, Comparative Literature (major),  
French (minor), 2009, University of Alberta  
Bachelor of Journalism, 2011,  
University of King's College*

**Gwyneth Dunsford works in Tamale, Ghana as a human rights media trainer with Journalists for Human Rights (JHR), an organization with the goal to make everyone in the world aware of their human rights. She teaches professional and student journalists how to cover human rights stories by teaching workshops, building contacts and going out to do stories. She produces radio stories, writes and takes pictures to be posted online.**

A number of factors led me towards studying and working abroad. My mother studied abroad in Rome when she was a U of A undergrad. She always talked about how it was the best decision of her undergraduate career. I enrolled at the University of Alberta because of the strength of its international programs. I studied my first year at Campus Saint-Jean and subsequently became fluent in French. Learning another language only furthered my desire to travel. I

lived at the International House which only contributed to my desire to be a global citizen. Throughout the year, I befriended students from all over the world. I am lucky to count Australians, Norwegians and Chinese among my close friends.

In my time at the U of A, I became involved with the Education Abroad Program. I studied at the University of Oslo for one year through an Education Abroad program. To say it was marvelous is an understatement. Classes at UiO were structured differently than the University of Alberta, with emphasis on long reading lists but few lectures and papers. This allowed me more spare time throughout the year to travel and

to explore my interests. While living in Oslo, I was heavily involved with the Humanities faculty club, Uglebo, and with the student radio, Radio Nova. On weekends and reading weeks, I left to explore Europe, hopping flights to the UK, Germany, France, Malta and Italy.

A misunderstanding in a job interview started my radio career. Oslo's student radio station, Radio Nova, was recruiting international students to work on its English-language show. During the group interview, I was chatting in French with another candidate. The producers assumed I was a French-Canadian and selected me to bring diversity to the show! I worked on *Snakker ikke Norsk* for a year. I started out as a reporter, but eventually produced and hosted the hour-long, weekly show. The show was pretty irreverent, but it was a wonderful introduction to journalism. Every week, I got to explore a different topic and bring it to my audience. I tried to explain aspects of Norwegian culture to my fellow international students: relationship etiquette, fashion trends and how to navigate the subway system. To this day, radio remains my favorite journalistic media.

**I enrolled at the University of Alberta because of the strength of its international programs. I studied my first year at Campus Saint-Jean and subsequently became fluent in French.**



The summer after I finished coursework at the U of A, I worked abroad in Washington D.C..

While enrolled in a media and communications program, I worked as a marketing assistant at an entertainment agency, Keppler Speakers. I gained hands-on experience managing social media channels, editing video and copy writing online content. It was a crash course in communications and it allowed me to practically apply the writing skills I learned as an arts undergrad. The news cycle in Washington D.C. moves at an unrelenting pace. During the program, we toured TV news studios, took classes in video journalism and volunteered at non-profits.

Living and working abroad puts my liberal arts education into practice. When I'm interacting with Ghanaians, I remember concepts like "cultural relativism" that I learned in sociology. I get cues on structuring radio stories from stories I read in comparative literature. Living abroad satisfies my fascination with people, because every day I gain insight into the culture. I love documenting my day-to-day life in Ghana by taking pictures, writing and collecting audio. I feel like a 21st century anthropologist.

On the flip side, Ghanaians are as curious about me as I about them. I often feel I am being studied and am subjected to unending questions: "Where are you from? What's your name? Can I take you as a friend?" It's challenging to live in a culture where you don't "belong." The city I live in is very homogenous and to the Ghanaians, I am an oddity.

If I was to give advice to students interested in studying or working abroad, I would encourage them to apply for funding. So much funding for scholarships goes unused every year. Don't think you're ineligible by default. Research opportunities online to see which program suits you best. Look into opportunities early so you can plan your course load accordingly. I took all my major and minor requirements at the U of A and saved optional courses for my exchange.

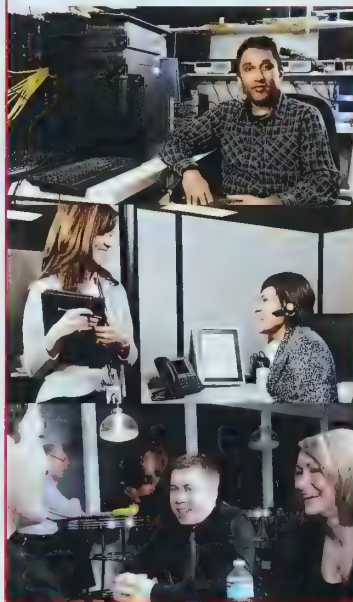
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# CYBER SPACING YOUR CAREER

SOCIAL MEDIA'S IMPACT  
ON THE CAREER WORLD





Unless you've been living in a cave since 2004, chances are that you've been on Facebook, seen YouTube, heard about Twitter and puzzled over LinkedIn. You'll have come across all these social media sites and more at some point, and know how to use them to friend people online, share things with them and entertain yourself. But when it comes to careers, you may be lost, or at best, a bit confused about how things like Facebook fit into the picture.

If so, you wouldn't be alone. Recently, the relationship between social media and the career world has become increasingly intricate and complex, as stakeholders try to figure out how to link the two most effectively. Facebook, your personal social media site of choice, for example, has now launched a job board<sup>1</sup>. Twitter, meanwhile, has ditched ex-partner LinkedIn to fly solo as a strong professional networking tool in its own right<sup>2</sup>, while LinkedIn's revenue is also soaring after their recruiting capabilities and high IPO prices have generated incredible profits<sup>3</sup>.

All these changes, and more, are meant to make both social media and careers easier for the rest of us; yet many of us find it difficult to negotiate the two at once. Often, we'll resort to a reductionist simplicity as the only career-friendly solution, either keeping our social media profiles personal while keeping our professional life off the internet, or abandoning social media altogether once we turn professional. After all, in worst case scenarios, professionals and job seekers have put their careers at risk by accidentally sharing their private social media lives with the public.

These strict "solutions" to social media, however, are naïve and misleading—all too often too easy, unfortunately, for students to buy into. Indeed, although keeping strict boundaries between business and personal networking makes sense, especially for

students managing both their budding careers and a thriving online social life, the two are not necessarily at odds. It is easy, nonetheless—even prudent—to see social media as strictly personal: something we use to take our mind off work at home but also, conversely, an extra concern to worry about while at work (are we, we ask, hiding our private life from the professional world well enough?). Thus, in our paranoia over separating the personal from the professional, we often overlook a third possibility: a public professional self that allows us to—heaven forbid—actually work *with* social media.

### A professional necessity

The reality of the working world today, however, is just that third possibility: simply put, social media has become a professional necessity. The stats, contrary to tabloid-hugging headlines, confirm this. In fact, social networking sites—and social media professionals—have become so powerful that companies and their employees can no longer afford *not* to work with them. Although it is still true, according to a 2012 Harris

<http://www.forbes.com/sites/greatspeculations/2012/07/10/facebook-jobs-could-kill-linkedins-momentum/>

<http://www.fastcompany.com/1841773/twitter-linked-in-partnership-ends-strict-api-developer-guidelines>

<http://www.forbes.com/sites/joshbersin/2012/02/12/linkedin-is-disrupting-the-corporate-recruiting-market/>



Interactive Survey, that employers use social media to screen applicants—34% of hiring managers rejected job seekers after searching for them online—the same survey also found that 29% of social media applicant searches resulted in a job offer.<sup>4</sup> Meanwhile, a Jobvite *Social Job Search Survey* released last fall tells the same story from the employee perspective: 86% of all job searchers already utilize social media, with 1 out of 6, or close to 17% of all working professionals, having landed their current job through a social media website.<sup>5</sup> Tellingly, the study also found a positive correlation between the amount of time spent on social media, and the likelihood of finding desired employment. In the meantime, a number of career experts—Brad and Debra Schepp, authors of *How to Find a Job on LinkedIn, Facebook, Twitter, and Myspace*, come to mind—have detailed these social media success stories while urging the average professional to learn social media inside out, as soon as possible.

These social media pros are the hidden stories of the career world. Contrary to what cynical headline-hungry stories lead many to believe, the most important stories around social media in careers consistently spell out one strong central message: today, in the information age, you *must* be on social media if you are going to succeed in the professional world—either as an employee or an employer. With this in mind, it only makes sense that you, an aspiring professional with a Facebook, LinkedIn and/or Twitter account, make yourself visible as a professional online, and sync your career with social media. Long gone—and good riddance too—are the days of companies frowning upon Facebook; rather, the future of work embraces social media.

### Where to start

Although this is all well and good for us to know, many of us still struggle to act upon this knowledge. Where, we ask ourselves, do we start? Which

Now, more than ever, you need to get your social media profiles right—if you don't have any, or worse, if the ones you have are inappropriate, you'll simply miss out on the best possible work opportunities.

social media sites do we use, and once we decide on them, which accounts do we use: our existing accounts, or separate, professional accounts? Also, when setting up and managing accounts, how much information do we include and what, more crucially, do we exclude? And, finally, once we have the account we want, what exactly do we do with it?

These are great questions to ask; at the same time, they are, by nature, questions only you can know the answer to. To begin with, the last question above should be your first. It's also backwards—you should be asking: "What do I want to do, and what kind of social media profile will get me there?" Much like a resume, the kind of profile a job seeker creates depends, fundamentally, on what s/he wants to do with it. To start with, some social media sites are simply better suited to certain careers—think Pinterest for fashion or interior designers, Twitter for journalists, and so on—and can be used for different purposes, or to showcase a certain aspect of your professional self. Indeed, in light of the stats mentioned above, Joshua Waldman, author of *Job Searching with Social Media for Dummies*, argues that social media has already *replaced* the resume as the go-to tool for marketing yourself and the top resource for recruiting talent. Thus, now, more than ever, you *need* to get

your social media profiles right—if you don't have any, or worse, if the ones you have are inappropriate, you'll simply miss out on the best possible work opportunities. As such, your profiles, much like your resume, simply will not get you a job offer if they do not speak to your intended audience.

### Make your profile do its job

Much like your resume, your social media profile needs a strategy and regular maintenance: it simply will not work for you if you do not work on it. If you are entering the workforce, you need to, first, decide on your target audience and create a key-word heavy, customized profile that highlights your relevant experience for your specific goals (remember to grab a descriptive username and to specify your URL accordingly, as soon as possible). Second, you should update your profile regularly, so it makes sense to the recipients of your most recent job applications. Of course, for true social media pros, the extra step of formal job applications becomes superfluous anyway, as building networks will eventually alert you to potential jobs as well as connections that will support your bid for those jobs.

Specific career goals aside, there are things we all want our social media profiles to do, including finding

<sup>4</sup> <http://visual.ly/what-are-employers-discovering-about-candidates-through-social-media>

<sup>5</sup> <http://www.marketwire.com/press-release/social-job-seekers-getting-ahead-jobvite-survey-reveals-one-six-workers-successfully-1587676.htm>



others in industries relevant to our career goals, networking with them and, ultimately, maximizing our employability so we can make the best next step in our careers. With this in mind, professionals want their social media profiles to present their past experience and education in the most powerful, succinct and convincing fashion possible, while keeping their contacts updated on their current accomplishments and interests. Having these general goals in mind, while remembering to keep it simple when we start, makes it easier to discover what kind of social media profiles we want. This process, then, involves at least three interrelated steps 1) creating or restructuring your profiles 2) discovering job opportunities and potential contacts using your profiles and 3) connecting with those opportunities and contacts. (We might almost add a fourth: repeat.)

### Many profiles, not one

Note, now, that social media profiles have been increasingly referred to in the plural here—and intentionally so, since having just one profile on one social media networking site, although no doubt possessing unique advantages, is unrealistic. There are two reasons for this. The first is that the private-professional dichotomy mentioned earlier might require at least two profiles; this is an important discussion, and we will address it shortly. The second is that different social media sites have different purposes. Having only one social media profile on one social media site puts you at risk for missing out other tools that might suit your multiple needs and connect you with additional networks and job opportunities. It simply makes the most sense, therefore, to begin by exploring multiple social media tools—after all, you will not know which ones work best for your needs until you try them out.

To get you started, LinkedIn and Twitter, respectively, have very different purposes for a professional. The first is a formal introduction to your professional background and strengths—a great way for anyone to learn all the relevant things about you without ever having met you. It also has


the added benefit of extensive privacy settings, so that you can decide who sees what about you. Twitter is less straightforward in the first sense, and more simple in the second: the “about” section gives you just enough room to list your current position or interests, while all other content is accessible to everybody, meaning all tweets ought to be appropriate for an employer, the person you never met, to read (if they aren’t, you’ll need to delete them). The bottom line in both, however, is networking—albeit in radically different ways: LinkedIn connections are meaningful, yet require more effort to create, while you can follow and be followed on Twitter at the press of a button. Finally, both are excellent research tools when setting up your own profile: you can research current professionals in the industry you want to succeed in to find out and learn from how they structure their profiles and what steps they have taken to get to where they are now.

Facebook is another can of worms entirely. The profiles on the site, celebrities notwithstanding, are usually quite private, and it is difficult to learn much about professionals in any straightforward sense. The social media website, at the same time, is a true networking tool—the top job resource in almost every aspect imaginable, far outranking both LinkedIn and Twitter as a work-search site. This immense job-seeking volume should come as no surprise, given Facebook’s 901 million active users, in contrast to LinkedIn’s and Twitter’s 161 and 140 million respectively—in the U.S. alone, for instance, Facebook has led to more jobs than both LinkedIn and Twitter combined! <sup>6</sup> All of this means that, first, you probably already have a Facebook profile, and second, you are likely to have far more contacts—especially meaningful ones—on Facebook than you have on either your LinkedIn or Twitter. Third, if the first two points don’t yet apply to you, make them apply to you now: tapping into Facebook’s vast potential as a networking tool is a

<sup>6</sup> <http://www.marketwire.com/press-release/social-job-seekers-getting-ahead-jobvite-survey-reveals-one-six-workers-successfully-1587676.htm>







near must—especially since Facebook is consciously looking to connect its users with jobs. In other words, you want to be the user that finds their dream job, and Facebook gives you a bigger chance at doing just that.

### Personal vs. professional

But with Facebook, the boundary between the personal and professional is by far more pressing than on any other social media site. LinkedIn and Twitter profiles are simply meant to be public, meaning that the boundary—a near non-issue—is a far more straightforward one to manage as such. Your Facebook, on the other hand, is personal: a place to post private photos from vacations, fun events or the latest late night out. At the same time, you can manage your Facebook settings such that nobody could find you, even if they tried. We then conclude this article by returning to versions of its earliest questions: Do we set up a new Facebook profile? And, regardless of what our “public” Facebook face will be, what information do we either include or exclude on that profile?

First, remember that since there *are* good reasons to separate personal from business networking, it makes perfect sense to have both a public and a private profile: a space where you can share your professional accomplishments and aspirations, *as well as* a place where you can be yourself without

constantly worrying about your public image. At the same time, especially since the two will always inevitably overlap and interconnect in significant ways, managing both can duplicate an already time-consuming chore. Thus, if your personal Facebook profile contains content an employer might find offensive, it might be a lot easier in the long run to simply clean up your act, so to speak, and start being the professional you want others to see. The take home message? Don’t broadcast potentially offensive material, but at the same time, don’t pretend to be you are someone you aren’t, as this is only a superficial solution. The same survey, for instance, that showed that 34% of employers reject applicants because of their social media, also tells us that a significant amount (22%) are rejected because they are caught lying, even though most (49%) are rejected because of racy photos and/or inappropriate content.<sup>7</sup>

In conclusion, syncing the social media and the career world is a necessary, but constant balancing act. The most important thing to keep in mind is to keep things consistent, and to make sure your social media profiles actually represent the true professional you. This need for “professionalism” does not mean you have to give up and settle for an unappealing profile. Rather—especially when you’re a beginning professional—it’s a call to be creative and find the best things about you that employers will like. Remember: employers hire personalities, not just skills, so if and when your job search is successful and you end up working with your professional contacts on a daily basis, they are likely going to get to know you a bit more personally anyway—and that’s okay. At the end of the day, the way you use social media will depend on who you are and what employers want. Ignoring these fundamental issues, rather than social media in and of itself, are what land some employees in hot water in the first place. Be social media savvy, be smart, and start cyberspacing your career the right way right away by exploring Facebook, LinkedIn, Twitter – what have you—today.

Syncing the social media and the career world is a necessary, but constant balancing act. The most important thing to keep in mind is to keep things consistent, and to make sure your social media profiles actually represent the true professional you.

<sup>7</sup> <http://visual.ly/what-are-employers-discovering-about-candidates-through-social-media>





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# coming out in the work place

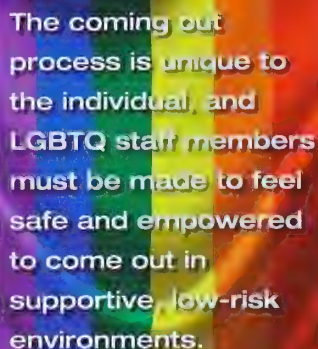


## On one hand, it's not so bad...

With changing attitudes and workplace policies, coming out in the workplace can be a safer and more comfortable experience for many members of the lesbian, gay, bisexual, transgender, queer (LGBTQ) community than ever before. More employers than ever have inclusive, diverse work environments with non-discrimination policies in place that promote equality for sexual and gender minorities. In addition to protection in the private sector, both the provincial and federal government have constitutions that protect equality in all areas of employment.

In March 2012, CAPS hosted a career forum called *Being Out in the Workplace* where members of the LGBTQ community provided advice to students on what it's like coming out and being out in the workplace. While all the panelists advised caution in making sure a particular workplace is a safe place to do it, they all agreed workplaces were changing for the better and strongly encouraged students to be their authentic selves and to come out at the right time and as soon as they can. Michael Phair, the first openly gay elected politician in the province of Alberta, suggested, "It's important and valuable to disclose as early as you can and there is legislation to protect you. Disclosing ensures that you can do your best work."

Jeff Westman, an Edmonton Police Service officer, made the decision to come out to his coworkers during training after his supervisor told him he would be the first openly gay police officer in Edmonton. It made him



**The coming out process is unique to the individual, and LGBTQ staff members must be made to feel safe and empowered to come out in supportive, low-risk environments.**

nervous, but he commented, "I made the decision to come out in front of 50 classmates and 12 instructors to say I had a boyfriend." Coming out was a stressful thing to do but he mentions, "I came out because the people I was surrounded with were people who were very gay positive."

## On the other hand...

A recent study by Angus Reid Public Opinion, in partnership with the Canadian Gay and Lesbian Chamber of Commerce, showed two in five gay and lesbian individuals say they have experienced workplace discrimination. Although much evidence shows discriminative attitudes, behaviours and practices are headed in a positive direction, we cannot ignore the fact that some discrimination still exists. The coming out process is unique to the individual, and LGBTQ staff members must be made to feel safe and empowered to come out in supportive, low-risk environments.

Carol Allan, working at the U of A on her PhD in Transgender Issues, explains transgender individuals may face unique issues when transitioning in the workplace because of the stigma still surrounding transgender issues and a lack of education about those issues. In a recent survey done by the National Centre for Transgender Equality and the National Gay and Lesbian Task Force, 78% of respondents who transitioned reported they felt more comfortable at work and their job performance improved, despite high levels of mistreatment. Ninety percent reported experiencing harassment, mistreatment or discrimination on the job or took actions like hiding who they are to avoid it.

However, with more cases coming forward, individuals who have experienced gender transition in the workplace have provided solid precedent for individuals preparing to transition. Carol's experience in the workplace when transitioning from male to female will resonate with those making a gender transition, "In June of 1988 I told my supervisors at Edmonton Public Schools that I would be continuing work in September of that year as a woman. I realized my case was unique because when my lawyer, Sheila Greckol, researched other cases in schools across Canada, she could not find any. We worked through the summer with Edmonton Public Schools to find a place for me in the school system. The journey was challenging, emotional and seemed impossible at times but the end result was that my case set precedent for Edmonton

### The Alberta Human Rights Act

specifically addresses employment in relation to sexual orientation and gender identity and protects Albertans against discrimination in employment practices; applications and advertising; and membership in trade unions, employer organizations or occupational associations.

### The Canadian Charter of Rights and Freedoms states:

*'Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.'*

Section 15(1), Canadian Charter of Rights and Freedoms, 1982\*

\*Sexual orientation is read in as an analogous ground of discrimination in section 15 of the Charter

In 2012, 277 Fortune 500 companies took part in the **Corporate Equality Index Survey**, which rates American workplaces on LGBTQ equality by evaluating policies in place to protect employees. Results

show 86% of organizations include sexual orientation in their non-discrimination policy and 50% include gender identity.

### The Equal Employment Opportunity Commission (EEOC)

in the United States provides transgender individuals federal protections in the workplace.



*Public Schools to provide support for transgender individuals. I was back in the school system teaching English as a second language to new residents of Canada because this was a safe space at the time for me to transition. I eventually started teaching elementary school again."*

If you are searching for work or starting a new job, transitioning or coming out at work may be an additional burden on an already stress-ridden situation. Garnering supports and gathering advice will help you navigate your path. Learning as much as you can about the places you are applying to, planning how you will present yourself professionally, honestly thinking about your personal boundaries, and considering who in your organization you might approach first will give you the confidence to maneuver your personal process of coming out.

#### **Do your research**

Before you start your job hunt it is helpful to research organizational policies and climates to determine if they feel like safe spaces to you and if they offer institutional support of LGBTQ staff. Some industries or geographic locations might be more 'gay friendly' but it's best to not generalize. Rather, closely examine the organizations you are interested in working for. If an organization does not seem like a friendly place to work—people aren't open and accepting—members of the *Being Out in the Workplace* panel suggested it might not be the best place to work. They all agreed on the sentiment that if a workplace doesn't want you, why would you want it?

Determine if the organization has a non-discrimination policy, an LGBTQ group in the workplace or awards or recognition for equality in the workplace. Contact the organization to see if there is someone who is willing to do an information interview and ask them specifically about the work climate. Take advantage of mentoring and job shadow programs at CAPS that can connect you to professionals who are out in the workplace and can offer advice.

Of the Fortune 500 organizations surveyed for the *Corporate Equality*



"People are most successful when they can be authentic about who they are at work, and don't feel a need to self-edit and conceal aspects of their identity."



Index, 83% have LGBTQ employee resource groups or diversity councils, and 81% positively engage the external LGBTQ community. Some solid examples of organizations in Canada providing LGBTQ employees with support are Telus, Toronto Dominion (TD) Bank Group and Accenture.

Telus has a LGBTQ team-member group called Spectrum consisting of 120 people who meet at networking events, volunteer together, support efforts to reach LGBTQ customers and assist with LGBTQ community investment initiatives.

TD trains their managers and team leaders on LGBTQ issues and have a 2,400-member Employee Pride Network. In an article in the May 2012 issue of *Job Postings* magazine titled *Proud at Work: A sample of Canada's LGBTQ-friendly workplaces*, TD's commitment to diversity and supporting employees is represented by the following quote: "People are most successful when they can be authentic about who they are at work, and don't feel a need to self-edit and conceal aspects of their identity," says Ron Puccini, Senior Manager of Diversity at TD. "This is why it's important to create a safe and inclusive workplace for LGBTQ customers and employees at TD."

In 2011, Accenture won the Outie award which honors organizations that are leaders in advancing equality of LGBTQ employees in their workplaces. The Outie awards provide examples of innovative approaches and proven successes to other organizations to help perpetuate the creation of safe and equitable workplaces. Accenture offers diversity training, transitioning benefits for transgender employees and participates in the International Day Against Homophobia.

There are several resources on the University of Alberta campus that can help connect you with the tools and support you need to transition to the workplace including CAPS, the Office of Safe Disclosure and Human Rights, and Safe Spaces. Carl Amrhein, Provost and Vice-President of the U of A said of the Safe Spaces Initiative: "*The University of Alberta campus is a place where we value all people based on the contributions that they*

*make as individuals. It is important that regardless of sexual orientation or gender identity, faculty, staff and students feel safe, welcome and supported at the U of A so that they can reach their full potential."*

### So, how much do you share?

It is your decision how out you want to be in the workplace. Some people, whether straight or gay, prefer to keep their private life private and focus solely on the job. As David Lee from Outline Communications mentioned at the *Being Out in the Workplace* career forum, "*Being gay isn't as earth shattering as it used to be. Your sexual orientation is not a factor in your job. It's who you are.*" You, as an individual, must determine your own personal and professional boundaries.

Think about which, or how much information you will disclose during the job application process. Nobody is required to explicitly disclose their gender or sexual orientation on their resume and you may have no reason to consider it at such an early stage.

But there may be reason to give it some thought, for example, you might be involved with LGBTQ groups that have equipped you with valuable skills but also may indicate your sexual orientation or gender identity. If you choose to leave self-identifying information off your resume you risk minimizing the employer's perception of your fit for the job, but you eliminate any prejudice at early stages in the application process. If you choose to include self-identifying information, you will present a fuller picture of yourself and perhaps eliminate the need to come out (or at least reduce the number of people to come out to), however, you may feel more vulnerable to discrimination.

A similar choice must be made at the interview stage, the significant difference being face-to-face contact. You may feel more confident presenting yourself in person than on paper. In an interview you have the added advantage of being able to read body language as well as focus the discussion on the depth and breadth of your skills and

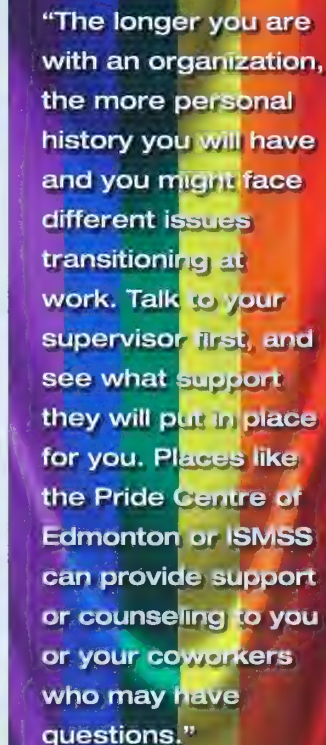


experience. On the other hand, you might feel the interview is a trying enough experience without adding the element of coming out.

The way you present yourself is an individual choice and may vary depending on the job and the situation. For example, if the job requires relocation you might share information about your personal life to ensure moving expenses are covered for you and your partner. There are no hard and fast rules around coming out—you should do what feels right after analyzing the pros and cons of each circumstance.

If you are going through a gender transition in the workplace, you may have to be more forthcoming and consider some additional things. If you are seeing a therapist it is important you ask them for advice in this process. It is also advisable to get your legal documents in place and share the timeline for your transition. Consider your current job in the organization. You might want to stay in the same position while undergoing your transition, however, some people find it easier to switch positions, either temporarily during the transition process or indefinitely. Consider letting your supervisor know you are receiving skillful guidance from a therapist. Decide what makes you feel most comfortable and prepare to explain your reasons to your supervisor. You will also want to discuss logistical realities like when you will switch washrooms at work.

You might want to obtain the support of a trusted coworker before



**"The longer you are with an organization, the more personal history you will have and you might face different issues transitioning at work. Talk to your supervisor first, and see what support they will put in place for you. Places like the Pride Centre of Edmonton or ISMSS can provide support or counseling to you or your coworkers who may have questions."**

you talk to your supervisor. Some large organizations may have programs in place to help you explain your transition to coworkers. If you work for a small organization it might be the first time they are working with someone undergoing a gender transition.

Carol Allan explains, *"The longer you are with an organization, the more*

*personal history you will have and you might face different issues transitioning at work. Talk to your supervisor first, and see what support they will put in place for you. Places like the Pride Centre of Edmonton or ISMSS can provide support or counseling to you or your coworkers who may have questions."*

If you are on the job and are thinking about coming out, use your judgment and comfort level as indicators of a good time to tell your coworkers and supervisors. All the members of the *Being Out in the Workplace* panel agreed that if you feel safe coming out in your workplace, the earlier you come out, the more comfortable you will be. Tanya Adler, a sign language interpreter who presented at the career forum suggests, *"Get people to know you first."* Consider the atmosphere, what your work relationships are like and how much your coworkers discuss their personal lives. Coming out does not need to be a big announcement. Subtle cues like putting a picture of your partner on your desk, bringing a date to a company function or talking about what you did over the weekend might be sufficient.

If you are still not sure about coming out, consider that being out at work can help break down barriers to understanding, build relationships and remove the need for you to hide or be misleading about your life, which can make you more productive at work. Positive, open, equal and diverse work environments make organizations more dynamic places to work and contribute to overall organizational success.

## For more information

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[www.albertahumanrights.ab.ca/](http://www.albertahumanrights.ab.ca/)

**PRIDE AT WORK**  
[prideatwork.ca/](http://prideatwork.ca/)

**JOB POSTINGS MAGAZINE ARTICLE**  
<http://www.jobpostings.ca/article/proud-work-sample-canadas-lgbt-friendly-workplaces>

**UNIVERSITY OF PENNSYLVANIA CAREER SERVICES RESOURCES**  
<http://www.vpul.upenn.edu/careerservices/LGBTResources.html>

**HUMAN RIGHTS CAMPAIGN**  
[www.hrc.org](http://www.hrc.org)



## Career Resources for Science Students

*The Chicago Guide to Your Career in Science: A Toolkit for Students and Postdocs* is a guide to preparing for a research career, but there are also resources for undergraduates who are planning to present their research. The book explains how to select meaningful research, work with others and publicly present research.

*Finding Your North: Self-Help Strategies for Science-Related Careers* is a collection of essays that begins with why to choose science as a field of study and concludes with discovering purpose in your career. There are also essays about pursuing a career in medicine and in research, as well as applying science to careers outside of the laboratory.

*Great Jobs for...* series includes information for biology, chemistry, geology, computer science and environmental sciences. Each book includes information on potential career paths in many different sectors, from government to industry, as well as advice on how to prepare resumes and cover letters and survive interviews.

*Green Jobs: A Guide to Eco-Friendly Employment* outlines many of the so-called "green" jobs, jobs that will renew and protect the environment and rely on the contribution of science. Each chapter in the book begins with a snapshot of the sector, such as transportation or building, and then describes the possible jobs in each of those sectors.



*Put Your Science to Work: The Take-Charge Career Guide for Scientists* was written by a research scientist and provides good and bad news for science occupations in an informal and humorous way. Despite the corny sci-fi cartoons, there is trustworthy advice about how to write or make over a resume or CV, research employers and prepare for interviews.



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## AJ Mooney

*Bachelor of Science, Mathematical Sciences with Psychology Minor, 2006, University of Alberta*

*Bachelor of Science with Specialization in Computer Science with Business Minor, Industrial Internship Program, 2009, University of Alberta*



Every day I get the opportunity to work on new and amazing problems. I work at Intuit Canada in Edmonton and throughout my almost three years of employment, I have written code for every tax product we sell here in Canada. It has been a nonstop roller coaster of fun and excitement. Even though I enjoy working on all the different products we offer, I think the most awesome part of my job is our innovation white space time. We have time set aside to be able to work on anything we want as long as it develops our skills as programmers.

As a kid, I had a strong desire to create things. I loved video games and decided the easiest way to start creating was to start out programming on my TI-83. I fell in love with how easy and quick the results of my code could be shown to me.

There were some bumps in the road with getting to my computing science degree. One was when I received a D+ in Stats 221. At the time, this course was required for my computer science degree. Unfortunately for me, that mark brought my average slightly below the average required to stay in specialization. This was devastating. All my life I knew I wanted to create software and now I couldn't?

I talked to some advisors and found out taking another degree would allow me entry back into computer science easier than reapplying directly into it the following semester. My math degree is what came out of that. The thing I

learned from this experience is that if your heart is truly set on something, nothing will stop you from reaching that goal.

Once I got into computer science, my Industrial Internship Program (IIP) was what really hit it home for me. Going through school I had all these worries about not being good enough, smart enough or even talented enough. I ended up having a placement with Intuit for my IIP. The week before I started I was completely terrified about starting work there. Those fears all disappeared within my first week of working. The best thing that my IIP taught me was that I could do this and I truly did love it. By the end of my term, I was really sad I had to go back to school, but I knew I'd be back out into the 'real' world of bytes soon enough.

My IIP term seemed like it ended very quickly. My boss was very pleased with the work I did throughout my internship. It was a very bad time for me to graduate in 2009—the start of the recession. This sucked for new grads because, due to layoffs, the market was being flooded with people who had over five years of experience. Of course companies would hire people that had more experience than a new grad.

Finding a job was extremely difficult. I decided late one night to chat with my old boss. I knew he was no longer in the country so the late night chat was perfect timing for him, and coincidentally it became perfect timing for me too. He told me he had a job for me if I was willing to move. I jumped at the opportunity, thanked him profusely and sent him my resume. The rest is history. The lesson I learned then was no matter who you meet in life try and make your best impression. You never know when

that person and their memory of you might help you out.

I love the fact that every day I get a new challenge to solve. Even if it's a project I've been working on for months, there is always something new to build, solve or re-factor. I enjoy the people I work with, the freedom I'm given and the environment Intuit provides. One of the challenges I currently face is working with a 15-year-old language on 15-year-old code. Both of which have rather small amounts of documentation. And, although my friends know I gripe about this, it is really the challenges that make work fun.

I would tell students if you have the opportunity to do an internship program, do it! There are just too many advantages to pass up that opportunity. You get firsthand experience in the field you are planning to go into which is twofold. One, you get the opportunity to evaluate if you actually want to do this for the rest of your life. And two, you get four to 16 months of real world experience putting you slightly ahead of new grads who didn't do an internship. Another advantage is networking.

Networking is one of the most valuable things when trying to get a job. Besides my own experience, I can't count how many times I have heard people tell me their story about getting a job through a friend. Don't get me wrong, you still need to know your stuff, but knowing people certainly helps getting your foot in the door. Now, if you haven't had the opportunity to do an internship, my best advice is still to network. Talk to fellow grads, maybe people a few years ahead of you, and make friends. Professors are a good way to network too (I was able to snag a summer job that way).



## Check out the new CAPS Blog!

*'From the Director's Chair' is a new blog by CAPS director, Joan Schiebelbein. You can link to it from the CAPS website ([www.caps.ualberta.ca](http://www.caps.ualberta.ca)). Here is her first post.*

Hi, and welcome to my inaugural blog post. My name is Joan Schiebelbein and I'm the Director of CAPS: Your U of A Career Centre. While I'm a blogging newbie, this is not the first blog to be hosted by CAPS. Ms. Metamorphosis, a student in her final year at the U of A who shared her musings about her career and search for employment, was the first official CAPS blogger. Last year we hosted an employer blog. For this year, I agreed to take a stab at it. Why, you (and I) ask? Well, I've been working at CAPS for almost a quarter of a century (more about that in a future post) and I thought I might have some wisdom to share. I also have a selfish reason for taking on the task. I am a hesitant

migrant to social media. I've finally accepted that social media is more than a passing trend and figured being responsible for the CAPS blog for at least the next several months will help me get over my reluctance. Heck, I'm sure I will learn a thing or two along the way. I always encourage students (my nieces and nephews might say preach) to try new things even when they don't know where it will take them.

So what is this blog all about? (I have put some thought into what I will write about over the next several months. I'm not going into this totally blind!) I will share with you my career experiences, as well as those of friends and colleagues, in the hopes that you might glean something helpful for your

own career. I will also share interesting articles, books, movies, speakers, websites, etc. I've read or seen that have some bearing on careers and employment. I am planning to invite guest bloggers to offer their thoughts and advice. I hope you too will take part in this endeavor. If you have a career-related question, I will do my best to answer it—or find someone who can. If you have suggestions for topics or guest bloggers, please let me know. If you have a story or piece of advice to share, or a comment on what I or someone else has written, please don't hesitate to submit it. I want this blog to be interactive. After all, that's what social media is all about...or so they tell me.

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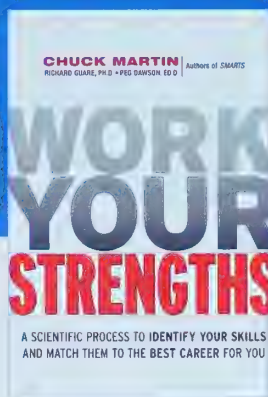
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# Work Your Strengths



## A Scientific Process to Identify Your Skills and Match Them to the Best Career for You

by Chuck Martin, Richard Guare and Peg Dawson  
2010 AMACOM

Based on their research, the authors of *Work Your Strengths* identify twelve Executive Skills: response inhibition, working memory, emotional control, sustained attention, task initiation, planning/prioritization, organization, time management, goal-directed persistence, flexibility, metacognition (self-reflection) and stress tolerance. High performers in a wide variety of industries possess each of these skills in varying measures, but success in a particular industry depends on the mix of skills the person possesses.

After describing each of the Executive Skills, the researchers map each skill to industries, departments and job titles. For example, the highest-scoring industries for response inhibition, or thinking before speaking or acting, include hospitality, business services and education, while the highest-ranking job titles that possess this skill include owner/partner, employee and manager. In the appendices, the authors list Executive Skills by industry so the reader can determine if he has the skills to become a high performer in certain areas. For example, CEOs score high in goal-directed persistence, working memory and planning; however, they possess lower levels of task initiation, response inhibition and time management. Determining highs and lows may indicate

which industry or position the reader is best suited for.

The authors do not believe a person's Executive Skills can be changed. For example, if a person is weak in time management, they do not believe it is possible for her to take a course and improve her time management skills. The researchers argue that a person who has "fixed" their time management problem may have merely changed their environment, such as working closely with a colleague who excels at time management.

Though the questionnaire used to conduct the skills research is included in the book, there is no guidance on how to score the questionnaire—or, when taking the test at home, to control for self-inflation, as in "I'm good at everything," which the researchers call "faking good." A self-assessment based on the research in this book will depend on accurate self-analysis (metacognition), as well as honest assessment. Most of the research subjects were seasoned employees and executives, so it may be challenging to draw direct comparisons to a student population.

Despite some drawbacks, the book does suggest to readers that although their strengths may not be the most desired in a specific industry, there is

probably another industry or sector that highly values employees with their skill set. Based on the researchers' work, there is a place for everyone to become a high performer, provided they use the research to match their skills to a well-suited industry and job.

This is a controversial viewpoint for those who believe transferable (or soft) skills are learned and strengthened over time through practice, experience and formal and informal training (see Initial Inquiry on page 4).

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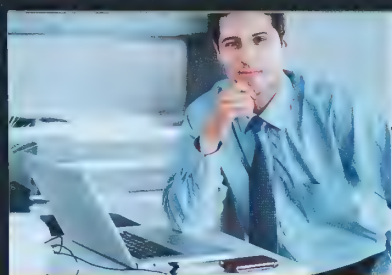
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## Ask an Employer About Careers in Retail

The retail sector is a vital part of Canada's economy and society. Retail employment grew 2.4% per year from 2002 to 2009 while employing two million people. Some estimates are that one in eight graduating students will make their career in retail. We asked three professionals from the retail sector to share some information about careers in retail.

### *What positions aside from front-line retail sales are available within your organization? Do you provide training?*

**Tim Lo:** There are many opportunities for recent graduates from different faculties and schools within Running Room's organization. Business graduates work in our retail operations group, events and clinics administration, accounting, marketing and purchasing. Human Ecology graduates have worked in Visual Merchandising and Purchasing – Running Room private label development. We also have many positions on our in-house creative team (print and web) as well as our inventory control and IT groups.

We provide training to all our new employees and like to say growth is limited only by the individual's imagination and governed by his or her initiative and demonstrated aptitude and ability.

**Christine Harvey:** We have superior opportunities available to people from all walks of life. We employ department supervisors responsible for total business operations of multiple departments and have 10 to 20 associates reporting to them. We have assistant store managers who lead and develop the multiple department supervisors, above that there is the store manager who is fully responsible for all aspects of a multi-million dollar business including forecasting, budgeting, purchasing, planning, people development and aligning their business to the company initiatives. Above the store manager is the district manager who leads and develops store managers and is responsible for the total business operation of multiple stores. Beyond that, there are a variety of field and corporate opportunities available in everything from IT to human resources, finance and marketing.

**Jen Adlam:** We have a need for talented individuals who have the skills for an Executive Team Leader (ETL). The ETL role is a great opportunity for recent graduates to use their business, leadership and

people skills to inspire exceptional levels of performance while maximizing sales and profits for Target stores. ETLs focus on creating a collaborative, fun and engaging environment that delivers a consistent Target brand experience for team members and guests.

The natural career progression of an ETL is to become a Store Team Leader (STL). An STL is the highest-level leader and is responsible for team member development, sales performance and continuous improvement to impact total store profitability.

All new ETLs participate in a formal eight-week training program that is multi-faceted: job shadowing, online courses and classroom training. Included in this training is the opportunity to train in one of our US stores side-by-side with other ETLs for a total of four weeks.

### **Can you help us separate the truth from the myths that surround the retail industry?**

**Tim Lo:** Many people consider retail a stepping stone or transitional employment; however, in retail there are numerous opportunities for all types of backgrounds, education and interests. The University of Alberta has been a great partner and proponent especially with the School of Retailing working with students and retail to communicate this message.

**Christine Harvey:** There is a misconception that retail is an entry-level type of environment; the scope of work and areas of responsibility are surprising. Store managers in the retail sector are running businesses that span annual sales volumes of \$1,000,000 (small boutique operations) to \$35,000,000 to over \$100,000,000 (large box stores). In order to operate a successful business of this caliber, leaders in these organizations, such as Home Depot, need to possess a variety of soft skills and tactical skills such as the ability to lead and inspire people to generate desired outcomes and generate creative solutions and initiatives within the framework of management goals and standards. Some of our most successful leaders possess degrees including marketing, business,

**Tim Lo,** Leasing and Construction Manager, Running Room

**Christine Harvey,** District Human Resource Manager, Home Depot

**Jen Adlam,** Recruiter, Target

finance, and designations such as CHRP, CA, CMA and MBA.

### **Why would I work for you?**

**Tim Lo:** We are a relatively young company that is growing every year and also transitioning into its second generation of leadership. We are continually looking for intelligent, hard-working, passionate people who want to learn and grow with us.

**Christine Harvey:** We offer a phenomenal compensation package (in addition to the ability to develop and advance) including full benefits for full and part-time associates, employee stock purchase plan, tuition reimbursement, RRSP contributions, deferred profit sharing and bonus eligibility among others. Our Core Values include taking care of people, respect for all people and giving back to the community.

**Jen Adlam:** The people and culture are what make Target an amazing workplace. Each team member is passionate about what they do and can clearly see what they do has an impact on the organization as a whole. Target is new in Canada and this means there is tremendous opportunity for growth. In 2013, Target will open between 125 and 135 stores across the country.

### **Which skills are essential to be successful in a career in retail? What advice would you give a student considering a career in retail?**

**Tim Lo:** Find your passion. If it's retail, there are opportunities out there and you can make a difference. One key skill is to remember your "customer". Whether on the front line or at the office, we all have someone we are supporting or providing a service for and if you keep that in mind and understand your "customer," you will be successful.

**Christine Harvey:** Have established leadership competencies, results orientation with proven ability to deliver, excellent problem solving, ability to work in a team environment, adaptability to change, and be passionate about delivering excellent customer service. Retail is a way of life and people who excel in this type of organization have a passion for interacting with people.



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Jen Adlam, Target  
Tanya Adler, Self Employed  
Joel Agustin, Government of Alberta, Systems Analyst  
Sean Albers, Summit Valve and Control  
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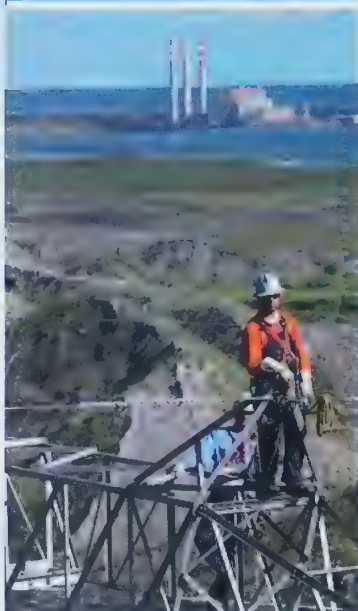
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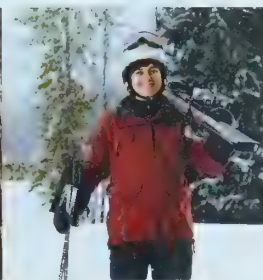
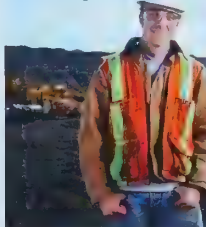
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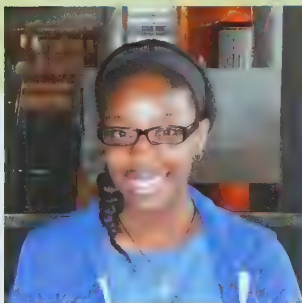
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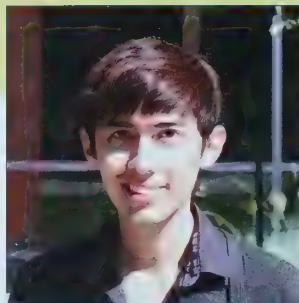


# What's the most interesting thing you've done to develop a skill?



**Maegin Robinson-Anagor**  
3rd year, Arts

Travelling has developed my critical thinking and problem-solving skills. Critical thinking involves thinking on the spot and pulling information from other experiences in your life in order to solve a current problem. So, travelling has definitely put me in many situations that have needed that skill.



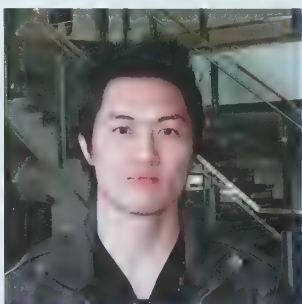
**Jordan Sekiya**  
4th year, Science

Immersing myself in a situation has been the most effective way I've been able to develop my skills. While one might think of languages to be the apt companion for immersion, it was actually my time spent in a laboratory class (in Biosafety Level 2) where I learned the most in my university career. It's one thing to read about bacteria in a lecture, but to be able to directly experiment and work with pathogens was an eye opening experience I'll never forget.



**Mahin Khalid**  
5th year, Science

Working with kids from different backgrounds has definitely taught me different ways of approaching and tackling problems and has developed my negotiating skills [...] I find that a lot of the skills used from these experiences help me to deal with workplace problems as well.



**Eric Chang**  
4th year, Science

A personal project of mine is to run a whole web show using various programs to stream things live and put them up on YouTube and to connect with the audience and to see what people out there are interested in. Basically, running my own little internet show taught me how to market myself and put myself out there. You know, it's all about finding your niche.



**Mehar Rizvi**  
2nd year, Education


I've worked with people with different age groups [for a summer camp]. This experience taught me how to work more flexibly and with different kinds of people.



**Yue Zhao**  
3rd year, Engineering

[I worked on a group project] to develop a computer program to design a circuit. So we used a whole term to work on it and at the end of the term we developed a program. Even though the progress was terrible at times and the coding was frustrating, at the end it looks good so you feel so excited about what you have done.





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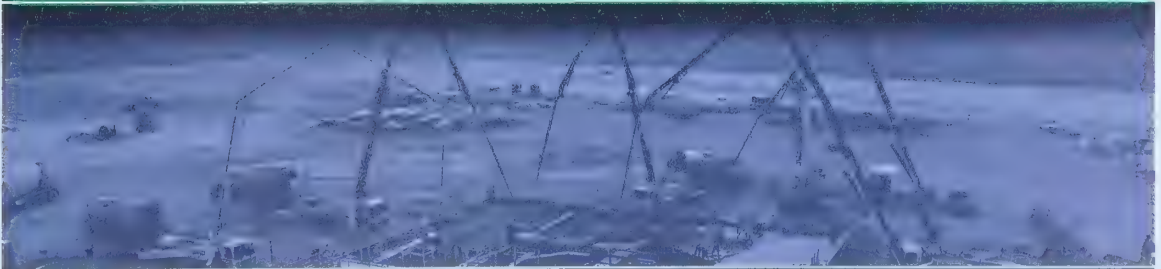
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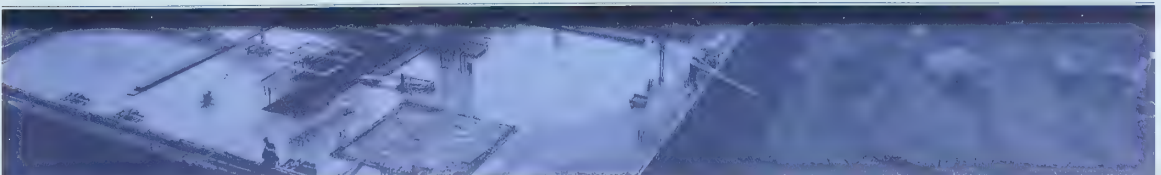
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First Canadian	Government of Alberta, Alberta Infrastructure		Intuit Canada	LASIK MD	Mosaic Sales Solutions - Edmonton
First Nations (Alberta) Technical Services Advisory Group			Invensys - QC	Lassonde Western Canada	Mount Royal University
Five Hills Health Region			Investors Group Financial Services - Sherwood Park	LawDepot.com	MRIU Kids
				Ledcor Group of Companies	Multiple Sclerosis (MS) Society of Canada - Edmonton Chapter
					Multiple Sclerosis Society of Canada, Alberta Division



# Science student-employer MIXER

Wednesday,  
March 6  
2 to 6 p.m.

Centennial  
Centre for  
Interdisciplinary  
Science (CCIS)

Don't miss your  
chance to connect  
with employers  
from the science  
industry looking to  
hire you for summer  
and permanent  
employment.



# THANK YOU

Municipal District of Bonnyville No. 87	Owen Oil Tools	Project Search Group	Saskatchewan Research Council	Summer Work Student Exchange (YMCA) - Edmonton	The Mental Health Commission of Canada
Municipal District of Greenview	P. Machibroda Engineering Ltd.	Propak Systems Ltd.	Saskatoon Public School Division No. 13	Sunshine Oilsands Ltd.	The Multicultural Heritage Centre
Municipal District of Lesser Slave River	Packers Plus Energy Services - Calgary	Protocol Education	SaskPower	Superb Curb	The Princeton Review
Nalco Company	Paladin Security Group Ltd.	Protostatix Engineering Consultants Inc.	Schlumberger - Sugar Land, TX	Support Enrichment Services	The Rig Shop Ltd.
National Oilwell Varco (NOV)/Dreco Energy Services Ltd.	Paragon Pharmacies Ltd. (SDM)	PTI Group Inc.	Scholar's Choice	Sure Shot Environmental Ltd.	Three Little Pigs Publishing Ltd.
Natural Resources Conservation Board	Parkland County	Public Health Ontario	Schwab & Schwab	SweetCroft Engineering Consultants Ltd.	Thunder Bay Physiotherapy Centre
Nature Alberta	Parkland Geotechnical Consulting Ltd.	Public Outreach	SeisWare International Inc.	Swimco	Titan Alarm
Navus Environmental Inc.	Parkland Mosaic Condominium Corp.	Pure Vision Inc.	Sequiter Inc.	Sylvan Learning Centre	TMP Worldwide
Nestle Canada Inc.-North York	Parkland Regional Library	Quorum Business Solutions	Sexual Assault Centre of Edmonton	Syn crude Canada Limited	Advertising & Communications Co. - Vancouver
New Family Solutions	Parkland School Division No. 70	R.A. Malatest & Associates Ltd.	Shaw Communications	Synergy Credit Union	Tougas Family
Newalta	Parrish and Heimbecker	Rangeland Conservation Service Ltd.	Shell Canada Limited	Syngenta Canada Inc	Town of Morinville
Nexen Inc.	Peace Country Beef and Forage Association	Ray Agro & Petroleum	Sherritt International	Talisman Energy Inc.	Town of Redwater
Nexus Engineering & Machine Inc.	Peace Hills Insurance	RBC Royal Bank - Edmonton	Shoppers Drug Mart - Ontario	Tanks-A-Lot Ltd.	Town of St Paul Family and Community Support Services
Nor-Alta Environmental Services Ltd.	Peace River School Division No. 10	Read Jones Christoffersen Ltd.	Siemens Canada Limited	TAQA North Ltd.	Town of Valleyview
NorQuest College	Pengrowth Energy Corporation	Real Estate Advisors	Simons inc.	Target	Trace Associates Inc.
Nortech Advanced NDT	Penn West Exploration	Recycling Council of Alberta	Sleep Country Canada	Target Products Ltd	Trail Appliances
North American Construction Group	PepsiCo Beverages Canada	Red Deer River Watershed Alliance (RDRWA)	SmileSonica Inc.	Tax Exempt Software Solutions	TransCanada - Calgary
North West Redwater Partnership	PepsiCo Foods	Red Deer Safety City Society	Smoky Applied Research & Demonstration Association (SARDA)	Taylor's Education Group	Transmission Design Consultants
Northern Alberta Sleep Clinic	PERI Formwork Systems Inc. - Canadian Head Office	RED The Agency	Sobeys Pharmacy Group - Dartmouth, NS	Teach In London	Trican Well Service Ltd.
Northern Health Authority - Corporate Office	Peter S. Wong Law Office	Regina Roman Catholic Separate School Division No. 81	Sobeys West - Human Resources	Teavana	Tricon Films and Television
Northern Lights School Division #69 (Alberta)	Pharmachoice Western Inc.	Remedy Drug Store Company	Social Photo Booths	tekmar Controls Ltd.	TSGI-Chartered Accountants
Northern Lights School Division No. 113 (Saskatchewan)	PharmaSave Drugs Western Ltd.	Renfrew Educational Services	Solstice Canada Corp.	Temple Contracting Inc.	TWSE Engineering Ltd.
Northeast School Division No. 61	Phoenix Industrial	Rexall Family of Pharmacies - Mississauga	Spartan Controls Ltd.	Tenaris	U of A, Academic Information and Communication Technologies (AICT)
Northwest School Division No. 203	Pioneer Hi-Bred Limited - A DuPont business	RGIS Inventory Specialists	Spectra Energy - BC	Terex Environmental Group Inc.	U of A, Addiction and Mental Health Research Laboratory
NOVA Chemicals	Pioneer Hi-Bred Production LP - Edmonton	RGO Office Products	Spencer Environmental Management Services Ltd.	Terralog Technologies Inc.	U of A, Agricultural, Life and Environmental Sciences
N-Star Industries/ National Stoneworks	Pivotal Research Inc.	Richardson International	Spina Bifida and Hydrocephalus Association of Northern Alberta (SBHANA)	The Alberta Association of Architects	U of A, Arts Resource Centre
NuVista Energy Ltd.	Plains Midstream	Rio Tinto Alcan	St. Albert Protestant Schools	The Alberta Public Interest Research Group (APIRG)	U of A, Campus Recreation
NWT Recreation and Parks Association (NWTSPA)	Plains Mfg. Inc.	River Ridge Golf Course	St. John Ambulance	The Alberta Rural Physician Action Plan	U of A, Campus Saint-Jean
NXT Energy Solutions Ltd.	Planet Organic	RiverWatch - Edmonton	St. Thomas Aquinas Roman Catholic Separate Regional Division #38	The Association of Science and Engineering Technology Professionals of Alberta	U of A, Canola Breeding Program
O2's Taphouse and Grill	Platinum Engineering Ltd	Robin Hood Association	STAMINA Clinic Inc.	The Bennett Centre	U of A, Centre for International Business Studies
Oak Hill Boys Ranch	PlayDay	Robson Family	Standard Roofing Company Inc.	The Business Link	U of A, Chemical & Materials Engineering Department (Xu Oil Sands Group)
Oil Lift Technology Inc.	Pleasant Solutions	Rock Ridge Dairy	Standard Roofing Company Inc.	The Calgary Zoo	U of A, Community Service-Learning (CSL)
O'Kane Consultants Inc.	PMO Global Services	Rocky View School Division No. 41	Stantec Consulting Ltd. - Calgary	The Canadian Salt Company Ltd.	U of A, Department of Agriculture, Food and Nutritional Science
On Spec Magazine	PMO Global Services	Royal City Soccer Club	Stantec Consulting Ltd. - Edmonton	The Co-operators	U of A, Department of Anesthesiology and Pain Medicine
Ong Family	Polar Ice Express Inc.	RTL-Westcan Group of Companies	Staples Strathcona	The Economical Insurance Group	U of A, Department of Art and Design
ONSREAM Engineering Ltd.	PotashCorp - Rocanville, SK	Running Room Canada Inc.	Starco Engineering Ltd.	The Elizabeth Fry Society of Edmonton	U of A, Department of Chemical and Materials Engineering
Ontracks Consulting Ltd.	PPM 2000 Inc.	RWDI AIR Inc.	Statoil Canada Ltd	The Family Centre	U of A, Department of Chemistry
Orbital Software Solutions Inc.	PrairieCoast Equipment Inc.	Safety Codes Council	Stettler Public Library	The Fluid Life Corporation	
OrionHealth Services Inc.	Praxair Canada Inc. - Edmonton Office	Sage (Seniors Association of Greater Edmonton)	Stollery Children's Hospital Foundation	The Forestry Corp.	
Orthopaedic & Neurological Rehabilitation	Precise Downhole Services Ltd.	Sale' Farms	Stony Plain Public Library	The Friends of Royal Alberta Museum Society	
Otis Canada, Inc.	Primarv Care Network - Edmonton North	Salix Resource Management Ltd.	Strathcona Christian Academy	The George Spady Centre	
Our Lady Queen of Peace Ranch (Northern Alberta)	Prime Coating Systems Ltd.	Salto Gymnastics Club	Srathcona County	The Good Samaritan Society	
Outdoor-FX	Process Solutions Canada Limited	Sanjel Corporation - Calgary	Stuart Olson Dominion Construction Ltd.	The Laramie Group	
Overwaitea Food Group	Professional Association of Resident Physicians of Alberta	SarPoint Engineering Ltd.	Student Works Painting Corporation	The Law Society of Alberta	
		Saskatchewan Indian Gamine Authority	Sturgeon School Division	The Lung Association - Alberta & NWT	
			SUBNET Solutions Inc.		



# OUR VISION IS COMPELLING. JOIN US ON OUR JOURNEY.

*Our people are a source of  
pride, strength and inspiration.  
We are guided by  
entrepreneurial spirit and a  
disciplined approach to creating  
business opportunities.*



A SOFINA FOODS COMPANY

At **Sofina**, it's more than job. We're a **family** and we pride ourselves on taking care of our employees. Our workforce is exceptionally diverse with professional opportunities across many functional areas of our business. We offer opportunities in a variety of departments including: Marketing, Finance, Research & Development, IT, Quality Assurance, Human Resources, Engineering, Health & Safety, Operations and much more.

**Sofina Foods Inc.** is a privately owned Canadian company headquartered in Markham, Ontario. As one of the nation's leading manufacturers of primary and further processed protein products, Sofina's family of branded products consists of: **Lilydale, Janes, Mastro, San Daniele, Fearmans Pork, Fletcher's, Vienna, Cuddy** and **Quality Meats**. Sofina Foods currently operates 18 HACCP-approved manufacturing facilities, 3 hatcheries and has over 4,700 employees.

U of A, Department of  
Civil and Environmental  
Engineering

U of A, Department of  
Computing Science

U of A, Department of  
Earth and Atmospheric  
Sciences

U of A, Department of  
Mechanical Engineering

U of A, Department of  
Oncology

U of A, Department of  
Renewable Resources

U of A, Devonian Botanic  
Garden

U of A, Discover E  
Engineering & Science  
Camps

U of A, Ellerslie Research  
Station

U of A, Faculty of Arts  
- Undergraduate Student  
Services

U of A, Faculty of Arts,  
Department of Modern  
Languages & Cultural  
Studies

U of A, Faculty of  
Extension (English  
Language Program)

U of A, Faculty of  
Medicine & Dentistry,  
Department of Medicine

U of A, Faculty of  
Medicine and Dentistry

U of A, Faculty of  
Nursing

U of A, Faculty  
of Pharmacy and  
Pharmaceutical Sciences

U of A, Libraries

U of A, Meenook  
Biological Research  
Station

U of A, Museums and  
Collections Services

U of A, Office of  
Advancement

U of A, Office of the  
Registrar

U of A, Office of  
Sustainability

U of A, Population  
Research Lab

U of A, School of Public  
Health, - Coalition for  
Cellphone-Free Driving

U of A, Renewable  
Resources - Ellen  
Macdonald Lab

U of A, Research  
Services Office

U of A, School of Business

U of A, School of Business  
- Technology Group

U of A, Specialized  
Support and Disability  
Services (SSDS)

U of A, St. Joseph's  
College

U of A, Student Financial  
Aid Information Centre  
(SFAIC)

U of A, Students' Union

U of A, Supply  
Management Services

U of A, WISEST

U of A, Department of  
Biological Sciences

Unified Alloys

UniFirst Canada

uniPHARM Wholesale  
Drugs Ltd.

United Way of the Alberta  
Capital Region

Univar Canada Ltd

University Affiliated  
Childcare Centres

University First Class  
Painters

University Infant Toddler  
Centre (Michener Park  
Education Society)

University of Alberta  
International

University of British  
Columbia, Composites  
Research Network

University Technologies  
International

Value Drug Mart  
Associates Ltd.

Value Invest

Vanguard Pharma

Vecova

Vector Marketing Canada

Victaulic Company of  
Canada

Visionstate

Vista Projects Limited

Viterra

Vocam Canada

Volunteer Alberta

Wajax Industries Limited

Walmart Pharmacy

Warner Bros. Pictures  
Canada

Watson Pharmaceuticals

WayTo Consulting

Weatherford Canada  
Partnership - Calgary

West Central Forage  
Association

West Country Oilfield  
Services

West Fraser Timber Co.  
Ltd.

Western Landscape &  
Design

Westways Contractors

Weyerhaeuser Company  
Limited - Edson

WF Welding & Overhead  
Cranes Ltd.

Wheelchair Sports Alberta

Whitecourt Blue Dolphins  
Swim Club

Whitnurd Ironworks  
Group Inc.

Whyte Museum of the  
Canadian Rockies

Wild Rose Public Schools

Williams Engineering  
Canada Inc.

Williams Scotman of  
Canada Inc.

Winder Inclusive  
Communities Service  
(WICS)

Windsor Park After  
School Care

Wing Kei Care Centre

WIS International

WMC Digital Media Inc.

Wmode Inc.

Women Building Futures

Workers' Compensation  
Board - Alberta

World Health

WorleyParsons Canada  
- Infrastructure &  
Environment

Wrapex Industrial  
Services Ltd.

XI Technologies

Yardstick

Yellowhead County -  
Edson

Yeti Environmental  
Research

YMCA Edmonton

YMCA Edmonton Child  
Care

Young Alberta Book  
Society

Zahra Gangji Professional  
Corporation (Dentistry)



Meet over 200 employers

# CAREERS 2012 DAY

Wednesday,  
September 26  
10 a.m. to 4 p.m.  
Butterdome







# UNIVERSITY OF ALBERTA FACULTY OF EXTENSION

CONTINUING STUDIES | PROFESSIONAL DEVELOPMENT | LIFELONG LEARNING

WINTER/  
SPRING  
**2013**



## COURSE GUIDE WINTER/ SPRING **2013**

Since 1912, Extension has reached beyond the traditional campus to serve as a bridge between the community and the University of Alberta. Our Faculty and staff are committed to providing lifelong learning activities that encourage and promote leadership, discovery, reflection, communication and service.

Beyond the classroom, the Faculty of Extension is a downtown hub of research in the fields of university-community engagement, regional development, governance, children, youth and families, second language acquisition, public alerting, and communications and technology.

**780.492.3109 or 780.492.3116**

**[www.extension.ualberta.ca](http://www.extension.ualberta.ca)**

Whether you want to reach beyond your current skills on the job, or get more out of life in your leisure time, Extension can be your personal bridge to a lifetime of learning opportunities. Whether it's a seminar or short course, a Certificate Program, or even a post-graduate degree in Communications and Technology, we know you'll find the time and effort well-spent.

Most of our programs and classes do not require a degree or previous post-secondary education—just a desire to learn and to explore the possibilities of a commitment to lifelong learning.



# Management Development Certificate Program

Organizations today count on people to excel at decision making, problem solving, motivation and strategic planning. This certificate program will help you acquire practical knowledge in functional areas such as human resources management, financial management, marketing, strategy and operations. You will gain knowledge and skills that will enhance your managerial competencies and advanced theory and concepts that will strengthen your leadership potential. You will learn from instructors who know their business—people who have faced the challenges you face to excel in their fields. This is quality classroom time packed with inside information, practical advice and excellent instruction.

There is also the opportunity for students who wish to specialize in the Management Development Certificate for Professional Engineers, Geologists and Geophysicists or the Management Development Certificate for Police Services. Please visit our web-site for complete details.

Courses are also eligible for exemption towards various professional designations such as the Certified Management Accountant (CMA), Canadian Institute of Management (CIM) and the Insurance Institute of Canada (FCIP).

Please visit our web-site at [www.extension.ualberta.ca/management](http://www.extension.ualberta.ca/management) for the most current information and specific program details.

780.492.3027

website: [www.extension.ualberta.ca/management](http://www.extension.ualberta.ca/management)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5562	WI1 Business Finance	W	12 eve	Jan 16	\$575
EXMGT	5678	WI1 Directing and Managing Organizational Change	FSDR	*	Jan 11	\$575
EXMGT	5596	WI1 Human Resources Foundations	T	12 eve	Jan 15	\$575
EXMGT	5596	WI2 Human Resources Foundations	FSDR	*	Jan 25	\$575
EXMGT	5577	WI1 Introduction to Management	T	12 eve	Jan 15	\$575
EXMGT	5577	WI2 Introduction to Management	FSDR	*	Feb 8	\$575
EXMGT	5578	WI1 Introduction to Managerial Economics	S	7 days	Jan 12	\$575
EXMGT	5579	WI1 Introductory Financial Accounting	W	12 eve	Jan 16	\$575
EXMGT	5581	WI1 Management Accounting	T	12 eve	Jan 15	\$575
EXMGT	5584	WI1 Marketing	W	12 eve	Jan 16	\$575
EXMGT	5580	WI1 Macroeconomics	R	12 eve	Jan 17	\$575
EXMGT	5586	WI1 Operations Management	FSDR	*	Mar 1	\$575
EXMGT	5587	WI1 Organizational Behaviour	R	12 eve	Jan 17	\$575
EXMGT	5587	WI2 Organizational Behaviour	FSDR	*	Feb 8	\$575
EXMGT	5587	WI3 Organizational Behaviour	FSDR	*	Mar 8	\$575
EXMGT	5616	WI1 Project Planning and Management	R	12 eve	Jan 17	\$575
EXMGT	5682	WI1 Strategic Management	R	12 eve	Jan 17	\$575

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

\* Call for details

# Human Resources Management Certificate Program

Managing employees is critical to any organizations success. Learn how to plan for the needs of your organization and gain a greater understanding of issues in this field. Improve and enhance your practical skills that directly apply to the day-to-day operation of the human resources role. This program is invaluable for those working in human resources, as well as those working in or aspiring to a supervisory role.

Please visit our web-site at [www.extension.ualberta.ca/hrm](http://www.extension.ualberta.ca/hrm) for the most current information and specific program details.

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website: [www.extension.ualberta.ca/hrm](http://www.extension.ualberta.ca/hrm)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5678	WI1 Directing and Managing Organizational Change	FSDR	*	Jan 11	\$575
EXMGT	5598	WI1 Employee Benefits	R	12 eve	Jan 17	\$575
EXMGT	5596	WI1 Human Resources Foundations	T	12 eve	Jan 15	\$575
EXMGT	5596	WI2 Human Resources Foundations	FSDR	*	Jan 25	\$575
EXMGT	5577	WI1 Introduction to Management	T	12 eve	Jan 15	\$575
EXMGT	5577	WI2 Introduction to Management	FSDR	*	Feb 8	\$575
EXMGT	4620	WI1 Introduction to Health and Safety	SD	3 wkd	Jan 12	\$575
EXMGT	4620	WI2 Introduction to Health and Safety	6M7W	13 days	Feb 11	\$575
EXMGT	5578	WI1 Introduction to Managerial Economics	S	7 days	Jan 12	\$575
EXMGT	5580	WI1 Macroeconomics	R	12 eve	Jan 17	\$575
EXMGT	5587	WI1 Organizational Behaviour	R	12 eve	Jan 17	\$575
EXMGT	5587	WI2 Organizational Behaviour	FSDR	*	Feb 8	\$575
EXMGT	5587	WI3 Organizational Behaviour	FSDR	*	Mar 8	\$575
EXMGT	5601	WI1 Strategic Human Resources Management	T	12 eve	Jan 15	\$575
EXMGT	5597	WI1 Work Force Planning	W	12 eve	Jan 16	\$575

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

\* Call for details





# Information Technology Management Certificate Program

Keep pace with the rate of change in the information systems industry and learn how to anticipate future developments and trends.

Based on an understanding that organizational effectiveness depends on how managers acquire, organize and use information, this program has been developed in consultation with information technology practitioners, business managers, and industry experts. It provides systems and business professionals with the latest knowledge and expertise in the area of information technology management.

Please visit our web-site at [www.extension.ualberta.ca/itm](http://www.extension.ualberta.ca/itm) for the most current information and specific program details.

780.492.3027

website: [www.extension.ualberta.ca/itm](http://www.extension.ualberta.ca/itm)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5610	WI1 Business and Systems Analysis	W	12 eve	Jan 16	\$575
EXMGT	5612	WI1 Data Resources Management	R	12 eve	Jan 17	\$575
EXMGT	5678	WI1 Directing and Managing Organizational Change	FSDR	*	Jan 11	\$575
EXMGT	5577	WI1 Introduction to Management	T	12 eve	Jan 15	\$575
EXMGT	5577	WI2 Introduction to Management	FSDR	*	Feb 8	\$575
EXMGT	5616	WI1 Project Planning and Management	R	12 eve	Jan 17	\$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Call for details

# Risk and Insurance Management

Risk Management is the fast-growing discipline of management dealing with the handling of losses which can seriously affect an organization's normal operation. Courses are offered in cooperation with Risk and Insurance Management Society. The Faculty of Extension also offers courses that lead towards the FCIP (Fellow Chartered Insurance Professional offered through the Insurance Institute of Canada.

Please visit our web-site at [www.extension.ualberta.ca/iic](http://www.extension.ualberta.ca/iic) for complete a listing of program requirements.

780.492.3027

website: [www.extension.ualberta.ca/iic](http://www.extension.ualberta.ca/iic)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

subject	catalog #	section	day(s)	duration	starts	cost
EXIIC	5630	WI1 Risk Control	T	12 eve	Jan 15	\$575
EXIIC	5629	WI1 Conflict of Laws	W	12 eve	Jan 16	\$575
EXIIC	5628	SP1 Evidence	R	12 eve	Apr 11	\$575
EXIIC	5631	SP1 Risk Financing	W	12 eve	Apr 10	\$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

# Purchasing Management

Offered in cooperation with the Purchasing Management Association of Canada, learn the fundamentals of procurement, transportation, logistics and operations. For further information please visit our website.

Please visit our website at [www.extension.ualberta.ca/management/supplymanagement](http://www.extension.ualberta.ca/management/supplymanagement) for complete a listing of program requirements.

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website: [www.extension.ualberta.ca/management/supplymanagement](http://www.extension.ualberta.ca/management/supplymanagement)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

subject	catalog #	section	day(s)	duration	starts	cost
EXPMAC	5633	WI1 Introduction to Transportation	SD	3 wk	Jan 12	\$625
EXPMAC	5634	WI1 Introduction to Logistics	T	12 eve	Jan 15	\$625
EXPMAC	5632	WI1 Introduction to Procurement	W	12 eve	Jan 16	\$625
EXPMAC	5693	WI1 Introduction to Business Communications	SD	2 days	Jan 19	\$615
EXPMAC	5695	WI1 Introduction to Contract Law	SD	2 days	Feb 2	\$615
EXPMAC	5694	WI1 Introduction to Negotiations	MT	2 days	Feb 11	\$615
EXPMAC	5635	WI1 Introduction to Operations Management	SD	3 wk	Feb 23	\$625
EXPMAC	5696	WI1 Introduction to Accounting and Finance	MT	2 days	Mar 11	\$615
EXPMAC	5697	WI1 Introduction to Marketing	SD	2 days	Mar 16	\$615
EXPMAC	5693	SP1 Introduction to Business Communications	MT	2 days	Apr 8	\$615
EXPMAC	5632	SP1 Introduction to Procurement	2 FSD	6 days	Apr 12	\$625
EXPMAC	5694	SP1 Introduction to Negotiations	SD	2 days	Apr 20	\$615
EXPMAC	5698	SP1 Introduction to Business Planning	SD	2 days	May 4	\$615
EXPMAC	5697	SP1 Introduction to Marketing	MT	2 days	May 27	\$615

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday





# Professional Associations providing Additional Accreditation

Many of the courses offered in Management Certificate Programs can be used to receive recognition from many respected and valued professional associations. Professional designations in such areas as accounting, purchasing, management, risk and insurance, and human resources can be completed by taking courses through the University of Alberta. For a complete listing of partnered professional associations please call 780.492.3027 or check our website at [www.extension.ualberta.ca/management](http://www.extension.ualberta.ca/management).

**780.492.3027**  
website: [www.extension.ualberta.ca/management](http://www.extension.ualberta.ca/management)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

## NEW Citation in Entrepreneurship

Examine the entrepreneurial process and examine the important factors to consider when starting your own business. This compact but comprehensive program will help get you started in understanding the process of exploring new business ideas and opportunities. From developing a business plan to legal considerations, learn the skills you will need to succeed with your new venture.

It is about identifying, valuing, and capturing opportunities. An entrepreneurial mindset is crucial for all organizations — small or large, new or old, for-profit or not-for-profit.

Please visit our web-site at <http://www.extension.ualberta.ca/study/management/entrepreneurship/> for complete details of program requirements.

Entrepreneurship							
subject	catalog #	section		day(s)	duration	starts	cost
EXMGT	5511	WI1	Evaluating a Business Opportunity	R	12 eve	Jan 7	\$575
EXMGT	5512	SP1	Starting a New Venture	T	12 eve	Apr 9	\$575
LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday

**780.492.3027**  
website: [www.extension.ualberta.ca/study/management](http://www.extension.ualberta.ca/study/management)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

## Business Analysis Professional Citation Program

Business Analysts are in demand! Business Analysis is the set of tasks, knowledge, and techniques required to identify business needs and determine solutions for business problems. This program will be of interest to Business and Project Managers who seek solutions for process improvement and organizational changes as well as System Analysts who need to bridge the gap between business processes and technical requirements.

The program curriculum is endorsed by the International Institute of Business Analysis (IIBA). The IIBA is an international not-for-profit professional association for business analysis professionals that develops and maintains standards for the practice of business analysis and for the certification of practitioners.

**IIBA™ Endorsed Education Provider**

**780.492.5066**  
website: [www.extension.ualberta.ca/study/management/ba](http://www.extension.ualberta.ca/study/management/ba)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

Business Analysis							
subject	catalog # section		day(s)	duration	starts	cost	
EXBA	5692	WI1	Implementation: Deployment, Training and Closure	MT	2 days	Jan 14	\$675
EXBA	5689	WI1	Analyzing Information, Processes and Workflow	FS	2 wkds	Jan 18	\$875
EXBA	5690	WI1	Communication Success Factors	SD	1 wkcd	Jan 26	\$675
EXBA	5687	WI1	Introduction to Business Analysis	MTW	3 days	Jan 28	\$875
EXBA	5691	WI2	Solutions, Design and Testing	FS	2 wkds	Feb 15	\$875
EXBA	5688	WI1	Understanding and Gathering Requirements	MT	2 days	Feb 25	\$675
EXBA	5692	WI2	Implementation: Deployment, Training and Closure	SD	1 wkcd	Mar 16	\$675
EXBA	5689	WI2	Analyzing Information, Processes and Workflow	MTW	3 days	Mar 18	\$875
EXBA	5687	SP1	Introduction to Business Analysis	FS	2 wkds	Apr 12	\$875
EXBA	5690	SP1	Communication Success Factors	MT	2 days	Apr 15	\$675
EXBA	5688	SP1	Understanding and Gathering Requirements	SD	1 wkcd	May 11	\$675
EXBA	5691	SP1	Solutions, Design and Testing	MTW	3 days	May 13	\$875
EXBA	5692	SP1	Implementation: Deployment, Training and Closure	MT	2 days	Jun 10	\$675
LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday



# Supervisory Development Citation Program

Our Supervisory Development Citation Program provides the up-to-date information and advice you need to become an effective leader in your work environment. Whether you already supervise staff or are planning to move your career in that direction, you will benefit from this practical program that focuses on the key areas of leadership.

### Core Courses

- Principles of Supervision (15 hours)
- Interpersonal Communications (15 hours)
- Creating Effective Work Groups (15 hours)
- The Supervisor as a Trainer (15 hours)
- Interviewing Techniques for Supervisors (15 hours)
- Supervisory Summation (15 hours)

### Elective Seminars (Choose one)

- Supervising in the Union Environment (15 hours)
- The Law and the Supervisor (15 hours)

The program schedule is flexible, offering you a number of classes to choose from. To graduate, you will complete the six core courses and one elective. Corporate discounts are available for organizations enrolling more than three people at one time in any one seminar. For more information, call 780.492.5066 or 780.492.8315.

780.492.5066

website: [www.extension.ualberta.ca/study/management/sd](http://www.extension.ualberta.ca/study/management/sd)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

subject	catalog #	section	day(s)	duration	starts	cost
EXSDP	5310	WI1	Principles of Supervision	2 days	MT	Jan 14 \$435
EXSDP	5310	WI2	Principles of Supervision	2 days	RF	Jan 17 \$435
EXSDP	5317	WI1	Supervisory Summation	2 days	MT	Jan 21 \$415
EXSDP	5311	WI1	Interpersonal Communications	2 days	RF	Jan 31 \$415
EXSDP	5312	WI1	Creating Effective Work Groups	2 days	RF	Feb 7 \$415
EXSDP	5313	WI1	The Supervisor as a Trainer	2 days	RF	Feb 14 \$415
EXSDP	5314	WI1	Interviewing Techniques for Supervisors	2 days	RF	Feb 21 \$415
EXSDP	5311	WI2	Interpersonal Communications	2 days	MT	Feb 25 \$415
EXSDP	5312	WI2	Creating Effective Work Groups	2 days	MT	Mar 4 \$415
EXSDP	5313	WI2	The Supervisor as a Trainer	2 days	MT	Mar 11 \$415
EXSDP	5310	WI3	Principles of Supervision	2 days	RF	Mar 14 \$435
EXSDP	5314	WI2	Interviewing Techniques for Supervisors	2 days	MT	Mar 18 \$415
EXSDP	5315	SP1	Supervising in the Union Environment	2 days	MT	Apr 8 \$415
EXSDP	5316	SP1	The Law and the Supervisor	2 days	RF	Apr 11 \$415
EXSDP	5317	SP1	Supervisory Summation	2 days	MT	Apr 15 \$415
EXSDP	5317	SP2	Supervisory Summation	2 days	RF	Apr 18 \$415

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

# Professional Development Series

As a professional, you are always looking for ways to further your career and education and bridge your current learning into future opportunities.

In today's global work world, professionals at all levels are finding that continually enhancing their knowledge and expertise is a powerful way to increase your competitive edge as well as contribute towards the positive enrichment of your corporation's culture and operations. The Faculty of Extension's new Professional Practice Studies allows you to specialize in areas of specific interest to enhance your skills and knowledge in a targeted subject area. Each specialization will provide approximately 50 hours of study and upon completion participants will receive recognition of their accomplishment.

### Specialization Areas

- Business Analysis\*
- Workplace Communication\*
- Conflict Resolution\*
- Financial Management\*
- Management Bootcamp\*
- Workplace Coaching\*

\* For the complete listing of program requirements please visit our website at: [www.extension.ualberta.ca/study/management/developmentseries](http://www.extension.ualberta.ca/study/management/developmentseries).

We are committed to help you achieve your personal and professional goals.

780.492.5066

website: [www.extension.ualberta.ca/study/management/developmentseries](http://www.extension.ualberta.ca/study/management/developmentseries)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)

# Seminars

Management Services						
subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	5419	WI1	GMAT Test Preparation Course	S	4 days	Jan 19 \$885*
EXGEN	5427	WI1	Project Management Essentials	RF	2 days	Jan 24 \$465*
EXGEN	5426	WI1	Building Organizational Collaboration and Trust	M	1 day	Jan 28 \$375*
EXGEN	5429	WI1	Communicating Up, Down and Across the Organization	F	1 day	Feb 1 \$375*
EXGEN	5364	WI1	Influencing Difficult People	M	1 day	Feb 11 \$375*
EXGEN	5425	WI1	Guiding Successful Teams	RF	2 days	Feb 21 \$465*
EXGEN	5431	WI1	Leading, Supervising and Motivating	RF	2 days	Mar 14 \$465*
EXGEN	5424	WI1	Communication Strategies	RF	2 days	Mar 21 \$465*
EXGEN	5377	SP1	Successful People Management	MT	2 days	Apr 8 \$465*
EXGEN	5356	SP1	Conflict Management	F	1 day	Apr 12 \$375*
EXGEN	5419	SP1	GMAT Test Preparation Course	S	4 days	Apr 13 \$885*
EXGEN	5414	SP1	The Excellent Assistant	RF	2 days	Apr 18 \$465*
EXGEN	5423	SP1	Understanding Financial Planning, Budgeting and Management	MT	2 days	Apr 29 \$465*
EXGEN	5406	SP1	Implementing Emotional Intelligence (EQ) at Work	M	1 day	Apr 29 \$375*
EXGEN	5428	SP1	Strategic Planning	RF	2 days	May 2 \$465*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

Corporate discounts are available for organizations enrolling more than three people at one time in any one seminar. For more information, call 780.492.5066 or 780.492.8315.

### Investment and Finance Series

subject	catalog #	section	day(s)	duration	starts	cost	
EXGEN	5390	WI1	The Art and Science of Investing	10 eve	T	Jan 15	\$395*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

780.492.5066

website: [www.extension.ualberta.ca/study/management/seminars](http://www.extension.ualberta.ca/study/management/seminars)  
email: [managementprog@ualberta.ca](mailto:managementprog@ualberta.ca)







# Occupational Health and Safety

Concern for the promotion of health and safety in the workplace is increasing among workers and employers across all industries. Consequently, the demand for occupational health and safety professionals is also increasing. This certificate program is designed to help practitioners from many different backgrounds develop the competencies needed to be effective in the development, implementation, and evaluation of occupational health and safety programs and systems in a wide variety of occupational settings.

The program consists of 6 core courses, 78 hours of core elective courses and 35 hours of elective enrichment seminars.

The University of Alberta's Occupational Health and Safety Certificate Program is also offered at the following affiliate institutions: Keyano College (Fort McMurray), Red Deer College, Grande Prairie Regional College and Medicine Hat College.

780.492.3037  
toll free: 1.800.808.4784  
website: [www.extension.ualberta.ca/ohs](http://www.extension.ualberta.ca/ohs)  
email: [ohs@ualberta.ca](mailto:ohs@ualberta.ca)



Classes listed below will be held in Edmonton and Calgary.

subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXOS	4620	WI1	Introduction to Health and Safety Systems	SD	3 wkds	Jan 12 \$575
EXOS	4620	WI2	Introduction to Health and Safety Systems	6M7W	13 eves	Feb 11 \$575
EXOS	4621	WI1	Management of Health and Safety Systems	6M7W	13 eves	Jan 7 \$575
EXOS	4621	WI4	Management of Health and Safety Systems	SD	6 days	Jan 12 \$575
EXOS	4621	WI5	Management of Health and Safety Systems	TWRF	4 days	Mar 5 \$575
EXOS	4622	WI1	Fundamentals of Occupational Hygiene	T	13 eves	Jan 8 \$575
EXOS	4622	WI2	Fundamentals of Occupational Hygiene	MTWR	4 days	Feb 11 \$575
EXOS	4623	WI1	Applied Occupational Hygiene	SD	3 wkds	Jan 12 \$575
EXOS	4623	WI2	Applied Occupational Hygiene	MTWR	4 days	Mar 18 \$575
EXOS	4623	WI4	Applied Occupational Hygiene	MTWR	4 days	Mar 4 \$575
EXOS	4624	WI2	Health and Safety Legislation and Policy	WRF	3 days	Jan 16 \$575
EXOS	4624	WI3	Health and Safety Legislation and Policy	F	3 days	Feb 15 \$575
EXMGT	5587	WI1	Organizational Behaviour	R	12 eves	Jan 17 \$575
EXMGT	5587	WI2	Organizational Behaviour	FSDR	call for details	Feb 8 \$575
EXMGT	5587	WI3	Organizational Behaviour	FSDR	call for details	Mar 8 \$575

ELECTIVE COURSES						
EXOS	4575	WI1	Fundamentals of Auditing	SD	2 wkds	Feb 23 \$575
EXOS	4601	WI1	Fundamentals of Disability Management	TWRF	4 days	Jan 8 \$575
EXOS	4576	WI1	Fundamentals of Ergonomics	TWRF	4 days	Jan 14 \$575
EXOS	4625	WI1	Risk Management and Communications	SD	2 wkds	Mar 2 \$575

ENRICHMENT SEMINARS						
EXOS	4603	WI1	Behaviour-Based Safety	RF	2 days	Feb 28 \$445
EXOS	4568	WI1	Emergency Management	SD	2 days	Feb 23 \$445
EXOS	4572	WI1	Fall Protection	S	1 day	Mar 16 \$345
EXOS	4574	WI1	Fire Safety Program	MT	2 days	Jan 28 \$445
EXOS	4579	WI2	Incident Investigation	MT	2 days	Feb 4 \$445
EXOS	4594	WI1	Shiftwork, Safety and Sanity	F	1 day	Feb 1 \$345
EXOS	4635	WI1	Business Continuity Planning	RF	2 days	Feb 7 \$445

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
subject	catalog #	section		day(s)	duration	starts	cost
CORE COURSES							
EXOS	4620	SP1	Introduction to Health and Safety Systems	TWRF	4 days	Apr 16	\$575
EXOS	4622	SP1	Fundamentals of Occupational Hygiene	SD	3 wkds	May 11	\$575
EXOS	4621	SP1	Management of Health and Safety Systems	SD	3 wkds	May 25	\$575
EXOS	4623	SP1	Applied Occupational Hygiene	TR	13 eves	Apr 16	\$575
EXOS	4624	SP1	Health and Safety Legislation and Policy	WRF	3 days	Jun 17	\$575
EXMGT	5587	SP1	Organizational Behaviour	R	12 eves	Apr 11	\$575
EXMGT	5587	SP2	Organizational Behaviour	FSDR	call for details	Apr 26	\$575

ELECTIVE COURSES						
EXOS	4575	SP1	Fundamentals of Auditing	TWRF	4 days	May 14 \$575
EXOS	4631	SP1	How to be an Effective Safety Trainer	TWRF	4 days	Apr 23 \$575
EXMGT	5576	SP1	Interpersonal Communications in Business	T	12 eves	Apr 9 \$575
EXMGT	5603	SP1	Managing Performance	T	12 eves	Apr 9 \$575

ENRICHMENT SEMINARS						
EXOS	4560	SP1	Conflict and Confrontation	RF	2 days	May 30 \$445
EXOS	4562	SP1	Coping with Stress	F	1 day	May 10 \$345
EXOS	4574	SP1	Fire Safety Program	SD	2 days	Apr 25 \$445
EXOS	4579	SP1	Incident Investigation	MT	2 days	May 27 \$445
EXOS	4636	SP1	Fatigue Risk Management	F	1 day	Jun 7 \$345
EXOS	4628	SP1	Toxicology: Effects and Hazards	F	1 day	Apr 19 \$345

GENERAL INTEREST						
EXOS	4563	SP1	CRSP Examination Preparation Workshop	SD	2 days	Apr 20 \$695

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday	
subject	catalog #	section			day(s)	duration	starts	cost
CORE COURSES								
EXOS	4620	WI3	Introduction to Health and Safety Systems		MTWR	4 days	Jan 28	\$575
EXOS	4621	WI3	Management of Health and Safety Systems		TWRF	4 days	Mar 4	\$575
EXOS	4622	WI3	Fundamentals of Occupational Hygiene		TWRF	4 days	Jan 14	\$575
EXOS	4623	WI3	Applied Occupational Hygiene		SD	3 wkds	Feb 9	\$575
EXOS	4624	WI4	Health and Safety Legislation and Policy		WRF	3 days	Mar 13	\$575
EXMGT	5587	WI4	Organizational Behaviour		FSDR	call for details	Feb 22	\$575

ELECTIVE COURSES						
EXOS	4575	WI2	Fundamentals of Auditing	MTWR	4 days	Feb 25 \$575
EXOS	4631	WI1	How to be an Effective Safety Trainer	MTWR	4 days	Feb 4 \$575
EXOS	4609	WI1	Safety Hazard Recognition	MTWR	4 days	Feb 11 \$575

ENRICHMENT SEMINARS						
EXOS	4633	WI1	Accident Causation Theory	F	1 day	Feb 1 \$345
EXOS	4634	WI1	Avoiding a Wrong with Two Rights	RF	2 days	Feb 28 \$445
EXOS	4562	WI1	Coping with Stress	F	1 day	Mar 15 \$345
EXOS	4578	WI1	Health and Safety Committees	S	1 day	Mar 2 \$345
EXOS	4579	WI1	Incident Investigation	SD	2 days	Jan 12 \$445
EXOS	4629	WI1	Noise and Hearing Conservation	F	1 day	Jan 25 \$345
EXOS	4612	WI1	Safety Culture & Perception Surveys	M	1 day	Mar 18 \$345
EXOS	4637	WI1	Human Factors in Safety	SD	2 days	Jan 19 \$445

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday	
subject	catalog #	section	ALL COURSES		day(s)	duration	starts	cost
EXOS	4624	SP2	Health and Safety Legislation and Policy		MTW	3 days	Jun 24	\$575
EXOS	4625	SP1	Risk Management and Communications		TWRF	4 days	Apr 9	\$575
EXOS	4609	SP1	Safety Hazard Recognition		SD	2 wkds	May 25	\$575
EXOS	4568	SP1	Emergency Management		SD	2 days	Jun 1	\$445
EXOS	4579	SP2	Incident Investigation		RF	2 days	Apr 25	\$445
EXOS	4584	SP1	Managing Contractor Safety Performance		RF	2 days	Jun 20	\$445

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
subject	catalog #	section		day(s)	duration	starts	cost
EXOS	4624	WI1	Health and Safety Legislation and Policy	T	13 eves	Jan 10	\$675
EXOS	4625	WI2	Risk Management and Communications		13 wks	Jan 10	\$675
EXOS	4620	SP2	Introduction to Health and Safety Systems	T	13 eves	Apr 4	\$675
EXMGT	5587	SP3	Organizational Behaviour		11 wks	Apr 1	\$675

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
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# Environmental Resource Management

The Environmental Resource Management Certificate Program (ERM) is designed for:

- Individuals transitioning into the environmental field
- Mid-level experienced professionals who want to enhance and update their skills and knowledge
- Individuals who wish to achieve manager-level responsibilities in the field of environmental resource management
- Individuals who wish to broaden their environmental skills
- Individuals with experience in private organizations or public agencies dealing with natural resources or the environment.

The ERM certificate program provides training for professional development in private or public organizations. The aim is to increase familiarity and competence in understanding the dynamics of environmental resource management, the strategies and techniques of environmental planning and management, and the biological, physical, social, economic and institutional implications of resource decisions. Students also become familiar with various quantitative methods of analysis and aids to decision making. The ERM courses blend theory and practical exercises to help students develop the comprehensive set of skills and understanding the students' need to succeed. It offers a thorough background in air, water and soil processes, and environmental monitoring, biotechnology, instrumentation and experimental design.

## Meet your professional certification requirements for EP or EPt

To apply for an EPt certification, applicants must have a two or three year diploma or degree and must intend to pursue a career in the Canadian environment industry (work experience is not required). The EPt certification is a stepping-stone to becoming an Environmental Professional (EP). To apply for an EP certificate, applicants must have a two or three year diploma or degree, as well as a minimum of five years' environmental work experience in Canada. [www.cecab.org](http://www.cecab.org).

ERM Graduates are eligible to apply for the Environmental Professional Practitioner-in-Training designation, EPt, under CECAB's (The Canadian Environmental Certification Approvals Board) National Certification Program for Canadian Environmental Practitioners.

**Corporate Training:** Contact us now to learn how we can help your organization meet its professional development and corporate training objectives.

**780.492.5532 or 780.492.3158**  
**website: [www.extension.ualberta.ca/erm](http://www.extension.ualberta.ca/erm)**  
**email: [erm@ualberta.ca](mailto:erm@ualberta.ca)**

Environmental Resource Management						
subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXERM	4307	WI1	Introduction to Soils and Soil Resources	W	8 eve/1S	Jan 16 \$565
EXERM	4256	WI1	Applied Hydrology	R/F	4 days	Feb 28 \$565
EXERM	4258	WI1	Environmental Project Management	R/F/S	3 days	Mar 14 \$565
ELECTIVES						
EXERM	4268	WI1	Environmental Impact Assessments	RFS	3 days	Feb 7 \$565
EXERM	4267	WI1	Environmental Audits	RFS	3 days	Feb 21 \$565
EXERM	4286	SP1	Remediation Technologies	RFS	3 days	Apr 25 \$565
EXERM	4291	SP1	Applied Hydrogeology in Alberta	RFS	3 days	May 2 \$565
EXERM	4280	SP1	Wetlands Ecology, Delineation and Management	RFS	3 days	May 9 \$565
EXERM	4277	SP1	Risk Communication	WRF	3 days	May 22 \$565

LEGEND M--Monday T--Tuesday W--Wednesday R--Thursday F--Friday S--Saturday D--Sunday

Courses are subject to change. Please visit our website at [www.extension.ualberta.ca/erm](http://www.extension.ualberta.ca/erm) for the most current information and to register online.

# Construction Administration

How can you enter or advance in this exciting, high-growth field? This certificate provides the fundamental areas of construction administration. Develop and expand your managerial skills in courses developed and approved by U of A and accredited by *Canadian Construction Association for Gold Seal Accreditation*.

If you desire a career change in the construction field, this program will help you gain knowledge essential to success in the field. Or, if you work in the construction industry, design, project management, manufacturing and supply, development, or real estate, and are seeking the competitive edge to further your career, this certificate will greatly increase your competency, and ability to compete and advance. This program builds your understanding of the planning, technical, financial, and legal aspects of the construction business.

**Corporate Training:** Contact us now to learn how we can help your organization meet its professional development and corporate training objectives.

Construction Administration						
subject	catalog #	section	day(s)	duration	starts	cost
EXCST	4201	WI1	Construction Costing (Core)	T/S	7 eve/3S	Jan 15 \$565
EXCST	4200	WI1	Administration Control Systems (Core)	R/S	7 eve/3S	Jan 17 \$565
EXCST	4210	WI1	Understanding Specification in Construction (Elective)	RF	2 days	Feb 7 \$485
EXGEN	4787	WI1	Constructive Communication Seminar (non-credit)	RF	2 days	Feb 21 \$355*
EXCST	4240	WI1	Contemporary Issues in Construction – Construction Risk Management (Elective)	FS/M	2 FS/2 eve	Mar 8 \$565
EXCST	4203	WI1	Contract Law & Construction Documents (Core)	T/S	7 eve/3S	Mar 12 \$565
EXCST	4205	SP1	Comprehensive Seminar for Construction Administration (Core)	RF	2 days	Apr 11 \$485
EXCST	4204	SP1	Fundamental of Project Management (Core)	FS/M	2FS/2 eve	Apr 19 \$565
EXCST	4218	SP1	Computer-Assisted Project Planning (Elective)	RF	2 days	May 2 \$485
EXCST	4207	SP1	Project Management II: The Experience (Elective)	RFS	3 days	May 9 \$515
EXOS	4584	SP1	Managing Contractor Safety Performance (Elective)	RF	2 days	Jun 20 \$445

LEGEND M--Monday T--Tuesday W--Wednesday R--Thursday F--Friday S--Saturday D--Sunday

Courses are subject to change. Please visit our website at [www.extension.ualberta.ca/cst](http://www.extension.ualberta.ca/cst) for the most current information and to register online.

\* Plus GST.

**780.492.5532 or 780.492.3158**  
**website: [www.extension.ualberta.ca/cst](http://www.extension.ualberta.ca/cst)**  
**email: [cst@ualberta.ca](mailto:cst@ualberta.ca)**



# Visual Arts

“A work of art is above all an adventure of the mind.” ~ Eugene Ionesco

Art expresses who we are, where we are going, where we have been, and what we might be. It compels us to engage our minds, think in new ways, and to use our most precious gift, our imagination.

Develop your imagination and creative expression with a solid grounding in the fundamentals of art through our Visual Arts courses. Offering studio instruction with professional artists, critique and practice, these courses help you build a portfolio reflective of your artistic vision and mastery.

Courses in Visual Arts can be taken towards a Visual Arts Certificate, as outlined below, or for general interest.

For a complete brochure on our courses, contact our program at 780.492.3034 or visit our website at [www.extension.ualberta.ca/visualarts](http://www.extension.ualberta.ca/visualarts)

## Visual Arts Certificate

Our certificate program offers three streams to choose from – drawing, painting, and watercolour. Each stream is comprised of eight core courses plus 60 hours of elective courses and workshops.

Visual Arts Certificate Program students are required to be 17 or older and hold a high school diploma or equivalent. Students must complete a program application form and provide a non-refundable application fee of \$75. Call 780.492.3034 to request a form.

## Scholarships Available

The Visual Arts program has a number of scholarships available for certificate students upon application and recommendation of instructors.

780.492.3034

website: [www.extension.ualberta.ca/visualarts](http://www.extension.ualberta.ca/visualarts)  
email: [liberalstudies@ualberta.ca](mailto:liberalstudies@ualberta.ca)



### Winter Term 2023

subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXART	3005	WI1	Drawing I **	M/S	11 eve/1 day	Jan 14 \$435*
EXART	3005	WI2	Drawing I **	R/S	12 eve/1 morn	Jan 17 \$435*
EXART	3003	WI1	Visual Art & Design I	T/S	12 eve/1 morn	Jan 15 \$435*
EXART	3006	WI1	Drawing II	W/S	12 eve/1 morn	Jan 16 \$435*
EXART	3002	WI1	Art History	T/S	11 eve/1 day	Jan 15 \$435*
EXART	3010	WI1	Painting I	W/S	12 eve/1 morn	Jan 16 \$435*
EXART	3526	WI1	Watercolour II	T/S	12 eve/1 morn	Jan 15 \$435*
EXART	3310	WI1	Drawing III	M/S	11 eve/1 day	Jan 14 \$435*
EXART	3019	WI1	Visual Arts Certificate Portfolio Review			\$220
EXART	3260	WI1	Project Course			\$195*
ELECTIVE COURSES						
EXART	3902	WI1	NEW! Building a Career as a Visual Artist	S	7 morn	Feb 2 \$235*
EXART	3467	WI1	Drawing and Sculpting the Body: Hands/ Feet/ Head	F/S	12 eve/1 morn	Jan 11 \$435*
EXART	3515	WI1	Portraits in Watercolour	S	7 morn	Jan 19 \$235*
EXART	3015	WI1	Portrait Painting	R/S	12 eve/1 morn	Jan 17 \$435*
EXART	3903	WI1	NEW! Handmade Book Art	T	7 eve	Jan 15 \$235*
EXRI	3597	WI1	Surface & Textile Design****	F/S/D	1 eve/6 days	Jan 25 \$725*
EXRI	3904	WI1	NEW! Architectural Drawing	R/S	11 eve/1 day	Jan 17 \$435*
EXART	3544	WI1	Visual Art & Design III	W	7 eve	Jan 16 \$235*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

### Spring Term 2023

subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXART	3005	SP1	Drawing I **	T/S	11 eve/1 day	Apr 16 \$435*
EXART	3006	SP1	Drawing II	T/S	11 eve/1 day	Apr 16 \$435*
EXART	3011	SP1	Painting II	W/S	12 eve/1 morn	Apr 10 \$435*
EXART	3527	SP1	Watercolour III (Landscape)	M/S	11 eve/1 day	Apr 8 \$435*
EXART	3308	SP1	Landscape and Interior Drawing	W/S	12 eve/1 morn	Apr 10 \$435*
EXART	3019	SP1	Visual Arts Certificate Portfolio Review			\$220
EXART	3260	SP1	Project Course			\$195*
ELECTIVE COURSES						
EXART	3532	SP1	Abstract Painting	R/S	12 eve/1 morn	Apr 11 \$435*
EXART	3530	SP1	Drawing En Plein Air***	F/S	1 eve/3 days	May 24 \$275*
EXART	3542	SP1	Contemporary Thematic Development	S	11 morn/1 day	Apr 6 \$435*
EXART	3528	SP1	Figure Drawing I	M/S	11 eve/1 day	Apr 8 \$435*
EXART	3325	SP1	Techniques of the Old Masters	R/S	12 eve/1 morn	Apr 11 \$435*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Note: Most afternoon classes are held from 1-4 pm, most morning classes are held from 10 am-1 pm, most day classes are held from 10 am-5pm, and most evening classes are held from 6:30-9:30 pm.

- \* Plus art supplies, materials, or textbook.
- \*\* Drawing is one of the cornerstones of art training and is recommended to students with no previous art experience.
- \*\*\* Includes admission to Fort Edmonton Park and Elk Island National Park.
- \*\*\*\* Includes certain supplies.

• Please visit our website for specific program details and requirements: [www.extension.ualberta.ca/visualarts](http://www.extension.ualberta.ca/visualarts)





# Residential Interiors

*“A home cannot be truly beautiful unless it functions in harmony with who we are.” ~ Clodagh*

Are you passionate about your living space? Do you notice special details like the way light falls through a window, how a doorway frames a view, and why a certain shade or texture doesn't fit the feel of a room? Decorating a home is a form of creative expression. If you like to make your living environment reflect who you are, if you have a flair for making a house a home, if friends ask for your advice when they contemplate a renovation, you may want to consider pursuing studies in residential interiors that can lead to a certificate.

## Residential Interiors Certificate\*

Requirement to complete: 351 credit hours (six core and three elective courses)

This unique program, the first in Western Canada, offers a university-level certificate in the art and design of interior decorating. Using the principles of the related fields of visual arts, architecture, and business, the Residential Interiors Certificate Program is a comprehensive study of residential interior fundamentals and applications. Instructors effectively combine design theory and practice to ensure that students gain considerable experience and the necessary skills to successfully deal with the challenges of the ever-changing residential decorating field.

\* While auditing for general interest is welcome, preference for admission will be granted to students enrolled in the Residential Interiors Certificate Program when courses are reaching maximum capacity.

## Transfer of Residential Interiors Credits to Human Ecology Degree Program

Our Residential Interiors students can apply for admission to the U of A Human Ecology Degree Program. If accepted into that program, they may have core Residential Interiors credits apply toward a minor in interiors. For more information visit [www.extension.ualberta.ca/ri](http://www.extension.ualberta.ca/ri).

### Winter Term 2019

subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXRI	4676	WI1	Introduction to Residential Interiors	T/S	10 morn/1 eve/1 day	Jan 15 \$550*
EXRI	4676	WI2	Introduction to Residential Interiors	T/S	11 eve/1 day	Jan 15 \$550*
EXRI	4677	WI1	Basic Drawing, Drafting, and Presentation	T/S	11 eve/1 day	Jan 15 \$550*
EXRI	4678	WI1	Colour Theory and Application	W/S	11 morn/1 day	Jan 16 \$550*
EXRI	4680	WI1	Products and Finishes	W/S	12 eve/1 morn	Jan 9 \$550*
EXRI	4679	WI1	Space Planning	T/S	11 eve/1 day	Jan 15 \$550*
EXRI	4681	WI1	Business Practice	R/S	11 eve/1 day	Jan 17 \$550*

ELECTIVE COURSES						
EXRI	3904	WI1	NEW! Architectural Drawing	R/S	11 eve/1 day	Jan 17 \$435*
EXRI	3499	WI1	Universal Design	M/S	10 eve/1 day/1 morn	Jan 14 \$550*
EXRI	4697	WI1	Lighting	W/S	11 eve/1 day	Jan 16 \$550*
EXRI	3597	WI1	Surface & Textile Design	F/S/D	1 eve/6 days	Jan 25 \$725**
EXRI	4685	WI1	Design Studio	M/S	10 eve/1 day/1 morn	Jan 14 \$550*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Note: Morning classes are held from 9 am-noon, most afternoon classes are held from 1-4 pm, day classes are held from 9 am-4 pm and most evening classes are held from 6:30-9:30 pm.

\* Plus supplies  
\*\* Includes some supplies

### Spring Term 2019

subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXRI	4676	SP1	Introduction to Residential Interiors	T/S	11 eve/1 day	Apr 16 \$550*
EXRI	4677	SP1	Basic Drawing, Drafting, and Presentation	F/S	11 eve/1 day	Apr 19 \$550*
EXRI	4678	SP1	Colour Theory and Application	R/S	11 eve/1 day	Apr 18 \$550*
EXRI	4680	SP1	Products and Finishes	T/S	12 eve/1 morn	Apr 9 \$550*
EXRI	4679	SP1	Space Planning	W/S	11 eve/1 day	Apr 17 \$550*

ELECTIVE COURSES						
EXRI	3510	SP1	Computer-Assisted Design I (CAD I)	T/S	11 eve/1 day	Apr 16 \$550*
EXRI	4683	SP1	Building Construction	R/S	11 eve/1 day	Apr 18 \$550*
EXRI	4697	SP1	Lighting	W/S	11 eve/1 day	Apr 17 \$550*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Note: Morning classes are held from 9 am-noon, most afternoon classes are held from 1-4 pm, day classes are held from 9 am-4 pm and most evening classes are held from 6:30-9:30 pm.

\* Plus supplies

780.492.3093

website: [www.extension.ualberta.ca/ri](http://www.extension.ualberta.ca/ri)  
email: [liberalstudies@ualberta.ca](mailto:liberalstudies@ualberta.ca)



# Humanities

*“Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.” ~ Og Mandino*

Explore the arts and humanities to develop both your critical and creative faculties, and to reach a greater understanding of the world around you.

### Fall Term 2018

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3834	WI1	NEW! History of Opera	T	6 eve	Jan 15 \$185*
EXGEN	3573	WI1	Angels and Demons	W	6 eve	Jan 16 \$185*
EXGEN	3837	WI1	NEW! Ancient Greek Civilization	T	6 eve	Feb 19 \$185*
EXGEN	3836	WI1	NEW! Mid-Century Modern	W	6 eve	Feb 20 \$185*
EXGEN	3835	WI1	NEW! Great Novelists	R	6 eve	Feb 28 \$185*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

Note: Most evening classes are held 6 pm-8:30 pm.

780.492.3093

website: [www.extension.ualberta.ca/humanities](http://www.extension.ualberta.ca/humanities)  
email: [liberalstudies@ualberta.ca](mailto:liberalstudies@ualberta.ca)





# English Language Program

Discover a whole new world by studying English at the University of Alberta. Our English Language Program provides a chance to explore interesting ideas, discover another culture and develop new communications skills that will take you around the world. We offer everything from English basics to pronunciation enhancement to university level English in day and evening classes. Small class size means you get lots of opportunity to concentrate on the skills you need and practise along with students from around the world. We also support you with highly qualified instructors and a state-of-the-art Multimedia Language Learning Centre with Internet access and interactive computer software.

## Our Program

Established in 1973, the English Language Program (ELP) enjoys an international reputation for providing a high standard of instruction in English to students from around the world. This standard of excellence is maintained by specialized teaching staff who employ modern teaching approaches and materials. Students use a computerized, state-of-the-art, multi-media language centre. In addition to regular offerings, the ELP will organize short-term courses designed to meet the specific needs of groups from the local or international community.

Before enrolling, prospective students must take the ELP placement test to determine their level of English competence. To be accepted into the program, students must be literate in their first language and obtain a minimum score on the placement test.

	day(s)	duration	starts	cost
Placement Test—January Session	M	1 Morn	Jan 7	\$80
Placement Test—March Session	W	1 Morn	Mar 6	\$80
Placement Test—May Session	T	1 Morn	May 7	\$80
Intensive Day Courses—January Session	M-F	34 Morn or Aftn	Jan 11	\$1,950*
Intensive Day Courses—March Session	M-F	34 Morn or Aftn	Mar 12	\$1,950*
Intensive Day Courses—May Session	M-F	34 Morn or Aftn	May 13	\$1,950*
English for Academic Purposes (EAP)				
–January (EAP 150, EAP 135, EAP 140, and EAP 145)	M-F	33 Morn or Aftn	Jan 7	\$1,950*
–March (EAP 150, EAP 135, EAP 140, and EAP 145)	M-F	33 Morn or Aftn	Mar 6	\$1,950*
–May (EAP 150, EAP 135, EAP 140, and EAP 145)	M-F	33 Morn or Aftn	May 2	\$1,950*
–Preparing for Graduate Studies: EAP 550	MWF	33 Morn or Aftn	Jan 9	\$1,975*
			May 8	\$1,975*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Note\*: Each Intensive Day Course session lasts 7 weeks. Cost includes tuition, mandatory health insurance, health services and student services fees. EAP 150 through 145 are English for Academic Purposes (EAP) courses. These courses are meant especially for students who wish to enter academic degree programs at an English-speaking university or college.

## Intensive Day Program

In the IDP, students learn the communication skills needed to function, efficiently and effectively in professional and social settings. The four skills – listening, speaking, reading, and writing – are balanced through our language instruction in a friendly and positive English-speaking environment. New students write a placement test prior to registration, then build their confidence in using English through constant feedback and encouragement from our instructors. In our classes, audio-visual materials and interactive language software are used extensively in addition to textbooks.

	day(s)	duration	starts	cost
INTENSIVE DAY PROGRAM(LEVELS 1-6)				
ESL 105, 110, 115, 120, 125, 130, 135 & Preparation for IELTS™)				
January Session	M-F	Morn or Aftn	Jan 11	\$1,950*
March Session	M-F	Morn or Aftn	Mar 12	\$1,950*
May Session	M-F	Morn or Aftn	May 13	\$1,950*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Note\*: Each Intensive Day Course session lasts 7 weeks. Cost includes tuition, mandatory health insurance, health services and student services fees. EAP 150 through 145 are English for Academic Purposes (EAP) courses. These courses are meant especially for students who wish to enter academic degree programs at an English-speaking university or college.

## English for Academic Purposes

EAP 140 and EAP 145 are a two-part series of English for Academic Purposes (EAP) courses that help advanced ESL students improve their academic listening, speaking, reading, and writing skills. Students who successfully complete these courses will be able to synthesize information from a variety of academic sources, analyze materials, and present their ideas in accordance with first-year university standards. EAP 140 and EAP 145 are one option that students may take to meet the English Language Proficiency requirement for undergraduate admission of the University of Alberta.

	day(s)	duration	starts	cost
ENGLISH FOR ACADEMIC PURPOSES (EAP)				
(EAP 150, 135, 140, and 145)				
January Session	M-F	Morn or Aftn	Jan 7	\$1,950*
March Session	M-F	Morn or Aftn	Mar 6	\$1,950*
May Session	M-F	Morn or Aftn	May 2	\$1,950*

PREPARING FOR GRADUATE STUDIES (EAP 550)	MWF	Morn or Aftn	Jan 9	\$1,975*
			May 8	\$1,975*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

subject	catalog #	section	day(s)	duration	starts	cost
EXELP	7120	WI1 English for Everyday Situations*	MW	13 eve	Jan 14	\$300
EXELP	7120	WI21 English for Everyday Situations *	MW	13 eve	Mar 13	\$300
EXELP	7120	SP1 English for Everyday Situations *	MW	13 eve	May 13	\$300
EXELP	7121	WI1 Conversations in English*	MW	13 eve	Jan 14	\$300
EXELP	7121	WI21 Conversations in English *	MW	13 eve	Mar 13	\$300
EXELP	7121	SP1 Conversations in English *	MW	13 eve	May 13	\$300
EXELP	7122	WI1 English for Academic Environments*	MW	13 eve	Jan 14	\$300
EXELP	7122	WI21 English for Academic Environments *	MW	13 eve	Mar 13	\$300
EXELP	7122	SP1 English for Academic Environments *	MW	13 eve	May 13	\$300
EXELP	7123	WI1 Presentations for Academics & Professionals*	MW	13 eve	Jan 14	\$300
EXELP	7123	WI21 Presentations for Academics & Professionals *	MW	13 eve	Mar 13	\$300
EXELP	7123	SP1 Presentations for Academics & Professionals *	MW	13 eve	May 13	\$300
EXELP	7124	WI1 Pronunciation: From Sounds to Phrases*	TR	13 eve	Jan 15	\$300
EXELP	7124	WI21 Pronunciation: From Sounds to Phrases*	TR	13 eve	Mar 14	\$300
EXELP	7124	SP1 Pronunciation: From Sounds to Phrases*	TR	13 eve	May 14	\$300
EXELP	7125	WI1 Pronunciation: Phrases and Beyond*	TR	13 eve	Jan 15	\$300
EXELP	7125	WI21 Pronunciation: Phrases and Beyond *	TR	13 eve	Mar 14	\$300
EXELP	7125	SP1 Pronunciation: Phrases and Beyond *	TR	13 eve	May 14	\$300
EXELP	7126	WI1 Writing Basics	TR	13 eve	Jan 15	\$300
EXELP	7126	WI21 Writing Basics	TR	13 eve	Mar 14	\$300
EXELP	7126	SP1 Writing Basics	TR	13 eve	May 14	\$300
EXELP	7127	WI1 Writing Beyond the Basics	TR	13 eve	Jan 15	\$300
EXELP	7127	WI21 Writing Beyond the Basics	TR	13 eve	Mar 14	\$300
EXELP	7127	SP1 Writing Beyond the Basics	TR	13 eve	May 14	\$300
EXELP	7075	WI1 Writing for Academic Purposes	TR	13 eve	Jan 15	\$300
EXELP	7075	WI21 Writing for Academic Purposes	TR	13 eve	Mar 14	\$300
EXELP	7075	SP1 Writing for Academic Purposes	TR	13 eve	May 14	\$300

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

\* Admission requirement: Before enrolling, contact the ELP Office at 492-5530 or 492-3036 to make an appointment for a required oral /speech test at a fee of \$10.

780.492.5530 or 780.492.3036  
website: [www.elp.ualberta.ca](http://www.elp.ualberta.ca)  
email: [elpinfo@ualberta.ca](mailto:elpinfo@ualberta.ca)





# Languages

“One language sets you in a corridor for life.  
Two languages open every door along the way.”  
~ Frank Smith

Access an expanding global market, visit foreign countries, and connect with more people — all through developing skills in a second language.

Learning a language is more than making unusual sounds and getting to know a new alphabet. It's about communicating and understanding. It is a cultural experience. As you develop your vocabulary and perfect your pronunciation of a new language, you will find delight in the cadence, idioms, and forms of expression. Through the words and sentences that you learn, you will gain insight into how others around the globe view their world. Whether your career would benefit from a new language, you are fascinated by other countries and cultures, or you have a yen for travel, our language classes open up a world of possibilities.

780.492.3034  
website: [www.extension.ualberta.ca/languages](http://www.extension.ualberta.ca/languages)  
email: [liberalstudies@ualberta.ca](mailto:liberalstudies@ualberta.ca)

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3155	WI1 Chinese (Mandarin) I	W	12 eve	Jan 9	\$365*
EXGEN	3488	WI1 Chinese (Mandarin) II	M	12 eve	Jan 14	\$365*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3114	WI1 French I	M	12 eve	Jan 14	\$365
EXGEN	3114	WI2 French I	W	12 eve	Jan 16	\$365
EXGEN	3114	SP1 French I	M/W	12 eve	May 1	\$365
EXGEN	3109	WI1 French II	W	12 eve	Jan 16	\$365
EXGEN	3109	WI2 French II	M	12 eve	Jan 14	\$365
EXGEN	3109	SP1 French II	M/W	12 eve	May 1	\$365
EXGEN	3139	WI1 French III	R	12 eve	Jan 17	\$365
EXGEN	3247	WI1 French IV	W	12 eve	Jan 16	\$365
EXGEN	3258	WI1 French V	M	12 eve	Jan 14	\$365

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3397	WI1 German I	R	12 eve	Jan 10	\$365*
EXGEN	3398	WI1 German II	T	12 eve	Jan 15	\$365*
EXGEN	3399	SP1 German III	R	10 eve	Apr 18	\$365*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3116	WI1 Italian I	W	12 eve	Jan 9	\$365*
EXGEN	3117	WI1 Italian II	M	12 eve	Jan 14	\$365*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3143	WI1 Japanese II	R	12 eve	Jan 10	\$365*
EXGEN	3414	SP1 Japanese III	R	10 eve	Apr 11	\$365*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

## Spanish Language Certificate

Planning to travel in a Spanish-speaking country? Doing business in Latin America? Or are you simply interested in learning about a new culture and language? The courses in our Spanish Language Certificate offer the opportunity to learn the language in intimate classes formatted in short modules that let you begin at whatever level suits your skills.

subject	catalog #	section	day(s)	duration	starts	cost
EXSLC	3119	WI1 Spanish Module I	M	7 eve	Jan 7	\$295
EXSLC	3119	WI2 Spanish Module I	W	7 eve	Jan 16	\$295
EXSLC	3119	WI3 Spanish Module I	T	7 eve	Feb 26	\$295
EXSLC	3119	SP1 Spanish Module I	R	7 eve	May 2	\$295
EXSLC	3125	WI1 Spanish Module II	T	7 eve	Jan 8	\$295
EXSLC	3125	WI2 Spanish Module II	M	7 eve	Mar 4	\$295
EXSLC	3125	WI3 Spanish Module II	W	7 eve	Mar 6	\$295
EXSLC	3125	SP1 Spanish Module II	T	7 eve	May 7	\$295
EXSLC	3377	WI1 Spanish Module III	W	12 eve	Jan 9	\$365
EXSLC	3377	SP1 Spanish Module III	T/R	12 eve	May 7	\$365
EXSLC	3132	SP1 Spanish Module IV	W	10 eve	Apr 24	\$365
EXSLC	3157	WI1 Spanish Module V	M	12 eve	Jan 14	\$365
EXSLC	3200	WI1 Spanish Seminar I	W	13 eve	Jan 9	\$495

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

### NEW! Advanced Conversational Spanish: Perspectivas (20 HOURS)

EXGEN 3741 WI1	10 Thu   Jan 17 – Mar 21   6:30–8:30 pm	Ingrid de la Barra, instructor
EXGEN 3741 SP1	10 Thu   Apr 11 – Jun 13   6:30–8:30 pm	Ivonne Quintero, instructor

Fee: \$285+ \$14.25 GST = \$299.25 (per section)

This course is designed to meet the needs of advanced Spanish learners. You will have the opportunity to review and progress in speaking Spanish. Most classes will provide an opportunity for communicative expression as you work through authentic language materials taken from a variety of Spanish-language newspapers, periodicals, movies, and advertisements.

Prerequisite: Completion of the Spanish Language Certificate or an equivalent advanced knowledge of Spanish.





# Writing and Editing

*"The secret of becoming a writer is to write, write, and keep on writing." ~ Ken MacLeod*

Improved writing abilities can help you get ahead, either in your career, studies, or personal pursuits. Wherever life takes you, clear communication is essential.

Explore the clear expression of ideas, create interesting characters that amuse, write meaningful poetry, or move from pen to print or the internet. Guided by professional writers, many of whom have won prestigious awards, our writing courses will help you transform your thoughts into effective and inspired writing.

Online Graduate Course Winter 2013

New Media in Writing, Editing, and Publishing (COMM 597)

An open studies and elective course offered by the Communications and Technology Graduate Program, Faculty of Extension, U of A in cooperation with the Liberal Studies' Writing and Editing Program.

www.mact.ca

780.492.3093  
website: [www.extension.ualberta.ca/writing](http://www.extension.ualberta.ca/writing)  
email: [liberalstudies@ualberta.ca](mailto:liberalstudies@ualberta.ca)

Academic, professional and personal development courses in:

## Writing Essentials

subject	catalog #	section		day(s)	duration	starts	cost
EXGEN	3796	WI1	Introduction to the Process of Writing	M	5 eve	Jan 14	\$285*
EXGEN	3112	WI1	Writing Skills: Improving Style and Clarity	T	8 eve	Feb 5	\$315*
EXGEN	3404	SP1	Writing and Grammar Skills: Advanced	R	8 eve	Apr 11	\$315*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

## Editing

subject	catalog #	section	day(s)	duration	starts	cost	
EXGEN	3329	WI1	Essential Editing	S	3 days	Jan 12	\$315*
EXGEN	3798	WI1	Substantive and Structural Editing	S	2 days	Feb 23	\$265*
EXGEN	3748	SP1	<b>NEW!</b> Creating an Editorial Style Guide for Your Organization	F	3 aftn	Apr 26	\$225*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

## Professional and Specialty Writing

subject	catalog #	section	day(s)	duration	starts	cost	
EXGEN	3977	WI1	Writing for Magazines	W	7 eve	Jan 16	\$315*
EXGEN	3986	WI1	Trends in Social Media Writing (for Business and Non-Profit)	S	1 day	Jan 26	\$225*
EXGEN	3405	WI1	Technical Writing: Procedures and Manuals	MT	2 days	Feb 4	\$315*
EXGEN	3359	WI1	Writing for the Web	R	1 day	Feb 7	\$225*
EXGEN	3793	WI1	Writing Clearly in the Workplace	RF	2 days	Mar 14	\$395*
EXGEN	3799	SP1	Effective Social Media Communication**		8 wks	Apr 8	\$325*
EXGEN	3748	SP1	<b>NEW!</b> Creating an Editorial Style Guide for Your Organization	F	3 aftn	Apr 26	\$225*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

\*\* This course is offered online through eClass (powered by Moodle), the University of Alberta's eLearning management system. To participate fully, you will need reliable internet access (high speed preferable), a recent Mac or PC computer, and the ability to install your own software. For more information on computer setup requirements, visit [www.extension.ualberta.ca/elearning](http://www.extension.ualberta.ca/elearning).

## Screenwriting

subject	catalog #	section		day(s)	duration	starts	cost
EXGEN	3987	WI1	Introduction to Screenwriting	M	8 eve	Jan 21	\$315*
EXGEN	3113	WI1	Introduction to Creative Writing	R	8 eve	Jan 24	\$315*
EXGEN	3144	WI1	Write That Book and Get it Published!	S	1 day	Jan 26	\$185*
EXGEN	3407	WI1	Creative Writing (online delivery)**		8 wks	Mar 4	\$325*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

\* Plus GST

\*\* This course is offered online through eClass (powered by Moodle), the University of Alberta's eLearning management system. To participate fully, you will need reliable internet access (high speed preferable), a recent Mac or PC computer, and the ability to install your own software. For more information on computer setup requirements, visit [www.extension.ualberta.ca/elearning](http://www.extension.ualberta.ca/elearning).

## Writing Workshops

subject	catalog #	section	duration	starts	cost
EXGEN	3407	WI1 Creative Writing**	8 wks	Mar 4	\$325*
EXGEN	3799	SP1 Effective Social Media Communication**	8 wks	Apr 8	\$325*

\* Plus GST

\*\* This course is offered online through eClass (powered by Moodle), the University of Alberta's eLearning management system. To participate fully, you will need reliable internet access (high speed preferable), a recent Mac or PC computer, and the ability to install your own software. For more information on computer setup requirements, visit [www.extension.ualberta.ca/elearning](http://www.extension.ualberta.ca/elearning).

## 20th Annual Women's Words

duration	starts
20th Annual Women's Words: Summer Writing Week - <a href="http://www.womenswords.ca">www.womenswords.ca</a>	10 days May 31-June 9, 2013



# Communications and Technology

*"In this electric age we see ourselves being translated more and more into the form of information, moving toward the technological extension of consciousness,"* wrote Marshall McLuhan in 1964, in an insightful comment that has taken on new meaning in the age of the Internet. We can ask the same questions about the art and symbols of the ice age that we do about the electronic networks of today's organizations. How does a medium of communication come into being? What influences do new communications technologies have on people's everyday lives? And how do individuals and groups act to change communications practices?

The Communications and Technology Graduate Program at the University of Alberta offers a theoretical, historical and practical examination of the technology-enabled, knowledge-intensive workplace. The Master of Arts in Communications and Technology (MACT) degree is designed for students who seek to provide reflective and informed leadership in the management and use of information and communications technologies (ICTs) in their organizations and fields. These fields include education and training, information technology, public affairs, mass media, marketing, new media production, program design and development, and writing and publishing.

Students from outside of the Alberta capital region, including international students, may register in the program without changing their place of residence. The MACT is a course-based graduate program that requires the completion of 7 core courses, 3 electives, and a final applied research project. Four of the core courses must be completed during the two Spring Institutes held at the University of Alberta each May, with the remaining 3 core courses to be completed online. The core courses are scheduled to permit completion of the degree within two academic years. Students may complete approved electives offered by the University of Alberta or at another recognized university.

Admission requirements are as follows: a four-year degree from a recognized university; a GPA of at least 3.0 (or equivalent); at least three years of relevant professional experience; three application-specific letters of support; and a letter of interest that specifies the applicant's academic or professional area of interest, states how admission to the program would support the applicant's professional practice, and provisionally describes the topic for the final applied research project. Up to 25 students are admitted each year to begin their studies in May.

THE APPLICATION DEADLINE FOR ADMISSION TO BEGIN STUDIES IN MAY 2013 IS DECEMBER 15, 2012.

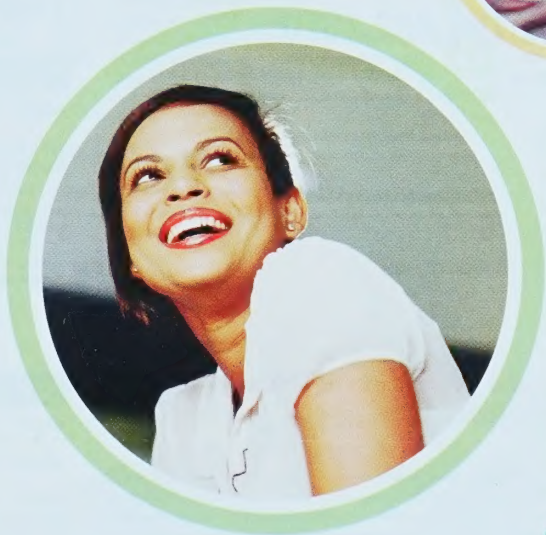
780.492.1538

website: [www.mact.ca](http://www.mact.ca)

email: [mact@ualberta.ca](mailto:mact@ualberta.ca)

twitter: @uaxmact

facebook: [www.facebook.com/ualbertamact](http://www.facebook.com/ualbertamact)



# Adult and Continuing Education

The Certificate in Adult & Continuing Education (CACE) Program shows you how to develop, coordinate and facilitate adult training programs using effective adult education strategies. Improve your career options while learning from respected instructors and colleagues and having the opportunity to network with other professionals in the field.

## Certificate in Adult & Continuing Education (CACE)

The nationally recognized CACE program is designed to assist you develop techniques to help others learn. Learn how to integrate adult learning theory, concepts, and practices to become a more effective adult educator. You will develop skills in planning, managing, teaching and evaluating courses and programs for adult learners. Instructors, trainers, course developers, coordinators, and managers alike, benefit from the applied nature and flexibility the program offers. The program is jointly developed and delivered by a consortium involving the University of Victoria, University of Saskatchewan, University of Manitoba and the University of Alberta. We invite you to discover the lifelong benefits of continuing your professional development through the CACE program.

Please visit our website at [www.extension.ualberta.ca/cace](http://www.extension.ualberta.ca/cace) for the most current information and to register online.



## Winter and Spring Course Schedule

subject	catalog #	section	day(s)	duration	starts	cost
EXCACE	5883	WI1 Planning and Delivery of Adult Education†	T	13 wks	Jan 8	\$575
EXMGT	5678	WI1 Directing and Managing Organizational Change	FSDR	**	Jan 11	\$575
EXCACE	7138	WI1 Facilitation of Adult Learning (blended course)	M	11 wks	Jan 14	\$575
EXCACE	5995	WI1 e-Learning Toolkit	On-line	4 wks	Jan 14	\$410
EXMGT	5616	WI1 Project Planning and Management	R	12 wks	Jan 17	\$575
EXCACE	5801	WI1 Adult Education Principles and Practice**	W	13 wks	Jan 9	\$575
EXCACE	5704	WI1 Leadership and Management of Adult Education	WSD	8 wks	Jan 16	\$575
EXCACE	7135	WI1 Tools and Technologies for e-Learning	On-line	10 wks	Feb 11	\$575
EXCACE	7132	WI1 Thinking Styles: How They Affect Learning and Facilitation	RF	2 days	Feb 21	\$545
EXCACE	7137	WI1 e-Teaching: Introduction to Developing and Facilitating Online Courses	On-line	10 wks	Mar 18	\$575
EXMGT	5603	SP1 Managing Performance Through Training and Development	T	12 wks	Apr 9	\$575
EXCACE	5866	SP1 Needs Assessment in Training	W	4 wks	Apr 10	\$475
EXCACE	5706	SP1 Designing and Facilitating Synchronous e-Learning	On-line	10 wks	Apr 22	\$575
EXMGT	5616	SP1 Project Planning and Management	FSDR	**	Apr 26	\$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

‡ Location: NAIT  
+ Courses are subject to change.  
\*\* Call for details.

780.492.7237

website: [www.extension.ualberta.ca/cace](http://www.extension.ualberta.ca/cace)

email: [adulted@ualberta.ca](mailto:adulted@ualberta.ca)



# Government Studies

National Advanced Certificate in Local Authority Administration (NACLAA)  
Information Access and Protection of Privacy (IAPP)  
Applied Land Use Planning (ALUP)

Promoting good government through public policy and public administration continuing education.

## National Advanced Certificate in Local Authority Administration (NACLAA Level I) [Local Government Certificate Program (LGCP)] and National Advanced Certificate in Local Authority Administration (NACLAA Level II)

The NACLAA Program integrates theory and practice to foster understanding of local government administration. Courses are delivered online and there is extensive use of discussion and debate. Upon completion of NACLAA – Level I, students can advance their studies further in NACLAA – Level II.

Each course has a secured access website including several forums for student interaction within the online eClass system. Throughout the term, you can discuss issues and network with your fellow students and the instructor(s) from across Canada. You will have the opportunity to share experiences and ideas with your classmates and build on them to enrich your own learning. For more information contact our program office.

780.492.6914 or 780.492.2870  
email: lgpnacla@ualberta.ca

## Information Access and Protection of Privacy (IAPP) Certificate Program

The IAPP Certificate Program courses focus on fundamental theories related to the ideas, structures, and processes that define appropriate administration of access and privacy legislation at a municipal, provincial, and federal level in Canada. The program aims to develop and enhance managerial leadership capabilities in the access and privacy field, improve administration of the legislation, and promote enlightened democratic government. Courses are delivered online and there is extensive use of discussion and debate. For delivery of courses in French - please contact the program for further information.

780.492.5052 or 780.492.2862  
email: iappuofa@ualberta.ca

## Applied Land Use Planning (ALUP) Certificate Program

The ALUP Certificate Program seeks to demonstrate that collaboration, interdependence and teamwork are the essence of effective planning. Our students are involved in various professional roles within municipal government, from development officers, planning technicians and assistants to managers and administrators in smaller municipalities. As such, our program is designed to match the complexity of a variety of municipal government planning needs; effective planning necessitates the cooperation of various agents at all levels of the community.

780.492.6914 or 780.492.5052  
email: alup@ualberta.ca

NACLAA - Level I						
subject	catalog #	section		duration	starts	cost
WINTER OFFERINGS						
EXLGP	8201	WI1	Public Administration Professionalism**	Online 13 wks	Jan 7	\$709
EXLGP	8203	WI1	Organizational Behavior and Leadership**	Online 13 wks	Jan 7	\$709
EXLGP	8204	WI1	Local Government Finance	Online 13 wks	Jan 7	\$709
EXLGP	8208	WI1	Property Taxation and Assessment	Online 13 wks	Jan 7	\$709
EXLGP	8212	WI1	Sustainable Communities	Online 13 wks	Jan 7	\$709
EXIAPP	8171	WI1	Information Access and Protection of Privacy Foundations	Online 13 wks	Jan 7	\$833
SPRING OFFERINGS						
EXLGP	8207	SP1	Financial Management	Online 10 wks	Apr 22	\$709
EXLGP	8213	SP1	Human Resource Management**	Online 10 wks	Apr 22	\$709
EXIAPP	8171	SP1	Information Access and Protection of Privacy Foundations	Online 10 wks	Apr 22	\$833

\* Only to be taken if not taken in LGP prior to it being a required course. Contact program office for more information.  
\*\* Textbook required (not included in course fee)

NACLAA - Level II						
subject	catalog #	section		duration	starts	cost
WINTER OFFERINGS						
EXLGP	8201	WI1	Public Administration Professionalism* **	Online 13 wks	Jan 7	\$709
EXLGP	8210	WI1	Municipal Law II	Online 13 wks	Jan 7	\$709
SPRING OFFERINGS						
EXLGP	8211	SP1	Policy Planning and Program Evaluation **	Online 10 wks	Apr 22	\$709

\* Only to be taken if not taken in LGP prior to it being a required course. Contact program office for more information.  
\*\* Textbook required (not included in course fee)

IAPP Certificate Program						
subject	catalog #	section		duration	starts	cost
WINTER OFFERINGS						
EXIAPP	8171	WI1	Information Access and Protection of Privacy Foundations	Online 13 wks	Jan 7	\$833
EXIAPP	8174	WI1	Privacy Applications: Issues and Practices	Online 13 wks	Jan 7	\$833
EXIAPP	8175	WI1	Information Access in a Liberal Democracy	Online 13 wks	Jan 7	\$833
EXIAPP	8176	WI1	Information Access Applications: Issues and Practices	Online 13 wks	Jan 7	\$833
SPRING OFFERINGS						
EXIAPP	8171	SP1	Information Access and Protection of Privacy Foundations	Online 10 wks	Apr 22	\$833
EXIAPP	8173	SP1	Privacy in a Liberal Democracy	Online 10 wks	Apr 22	\$833
EXIAPP	8175	SP1	Information Access in a Liberal Democracy	Online 10 wks	Apr 22	\$833
EXIAPP	8177	SP1	Health Information Access and Privacy	Online 10 wks	Apr 22	\$833

ALUP Certificate Program							
subject	catalog #	section		day(s)	duration	starts	cost
WINTER OFFERINGS							
EXLGP	8212	WI1	Sustainable Communities	Online	13 wks	Jan 7	\$709
EXLUP	8216	WI1	Municipal Planning II	Online	13 wks	Jan 7	\$709
EXLUP	8217	WI1 F2F	Planning Law*	RF	4 days	* see note	\$846
EXLUP	8220	WI1	Regional Planning**	Online	13 wks	Jan 7	\$709
EXERM	4268	WI1 F2F	Environmental Impact Assessment	RFS	3 days	Feb 7	\$565
SPRING OFFERINGS							
EXLUP	4109	SP1 F2F	Special Topics in Contemporary Planning Issues: Social Planning	M/T	2 days	Apr 8	\$457
EXLUP	8219	SP1 F2F	Urban Environments	M/T/W	3 days	Apr 29	\$611
EXLUP	4104	SP1 F2F	Environmental Review of Subdivision Applications	R/F	2 days	May 2	\$457
EXLUP	8215	SP1	Municipal Planning I**	Online	10 wks	Apr 22	\$709
EXLUP	8218	SP1	Municipal Planning Management	Online	10 wks	Apr 22	\$709
EXLUP	8222	SP1	Rural Environments**	Online	10 wks	Apr 22	\$709

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday  
F2F – Face-to-Face

\* Starts Jan 31. Students must attend all four days: Jan 31 and Feb 1; Mar 7 and 8.  
\*\* Textbook required (not included in course fee)

Please check our website for the most up-to-date courses.

toll free: 1.877.686.4625  
fax: 780.492.9439  
website: [www.extension.ualberta.ca/govstudies](http://www.extension.ualberta.ca/govstudies)  
general email: [govstudy@ualberta.ca](mailto:govstudy@ualberta.ca)



# Community Engagement Studies

Successfully engaging with stakeholders, members of communities, or special interest groups is becoming an integral part of many jobs.

- How do you gain an understanding of community engagement?
- How do you apply the principles and practices of communication in managing your projects?
- How do you keep the projects that you manage on track with a working knowledge of the practice of community engagement?

The Faculty of Extension is developing a suite of learning opportunities in this growing field that may further develop your knowledge and skills.

Activities such as: managing change; planning, developing, delivering, and evaluating community engagement processes; facilitating stakeholder engagement; or developing effective communication strategies within a cross-cultural environment may have been recent additions to your list of work responsibilities.

The new **Citation in Community Engagement** is a non-credit program comprised of one required 39-hour course and 70 course hours of electives from any area. The core course, EXCES 1501, provides participants with an overview of the engagement process to increase their awareness of cultural differences among communities, the importance of context, and some essential skills for entering into collaborative relationships. Participants can combine this learning with their specific interests in a range of electives available through this and other programs within the Faculty of Extension. For more information on the Citation course and electives, email [ces@ualberta.ca](mailto:ces@ualberta.ca)

The **Community-Based Research and Evaluation (CBRE) Workshop Series**, developed collaboratively by the Community-University Partnership (CUP), is available both as general interest half-day workshops or as for-credit full-day workshops. Participants are introduced to a collaborative means of creating, sharing, and applying knowledge in a setting that enables networking with others interested in influencing policy, practice, evaluation, and research. Topics covered in the 6 workshops include: an introduction to CBRE; ethical and rigorous practice of CBRE; building partnerships; developing projects; day-to-day realities; and making a difference with CBRE. For more information on the CBRE Workshop Series, visit <http://www.cup.ualberta.ca/cbre/cbre-workshop-series>.

The graduate **Community-Based Research and Evaluation (CBRE) Certificate Program** is designed for students who are currently enrolled in a graduate program at the University of Alberta. CBRE is an approach to research and evaluation in which partners from the community, university, and/or government collaborate for mutually beneficial outcomes. Toward participating and leading CBRE, students develop an understanding of CBRE concepts, program planning and evaluation, and a variety of quantitative, qualitative, and/or mixed methods, and gain experience with CBRE. For more information on the CBRE Certificate Program, contact: [cbrecert@ualberta.ca](mailto:cbrecert@ualberta.ca)

## Citation in Community Engagement

subject	catalog #	day(s)	date	duration	cost
EXCES	1501	Community Engagement: Contexts and Processes	Wednesday – 13 wks	Jan 9, 2013	6:30-9:30pm \$575

## Community-Based Research and Evaluation (CRSC) Workshop Series - For Credit (full day)

These courses can be counted as elective hours for the Citation in Community Engagement.

subject	catalog #	date	duration	cost
EXCES	1511	An Introduction to CBRE	Oct. 26, 2012	8:30-4:30 \$85
EXCES	1512	Doing CBRE well: Ethically & with Rigour	Nov. 23, 2012	8:30-4:30 \$85
EXCES	1513	Building CBRE Partnerships	Jan. 25, 2013	8:30-4:30 \$85
EXCES	1514	Developing CBR Projects: The How	Feb. 22, 2013	8:30-4:30 \$85
EXCES	1515	Program Evaluation with a Community-based Approach	March 22, 2013	8:30-4:30 \$85
EXCES	1516	Making a Difference with CBRE: Mobilizing Knowledge to Inform Policy and Practice	April 12, 2013	8:30-4:30 \$85

## Community-Based Research and Evaluation (CRSC) Workshop Series - General interest (half- day)

subject	catalog #	date	duration	cost
EXGEN	1511	An Introduction to CBRE	Oct 26, 2012	8:30-12:00 \$55
EXGEN	1512	Doing CBRE well: Ethically & with Rigour	Nov 23, 2012	8:30-12:00 \$55
EXGEN	1513	Building CBRE Partnerships	Jan 25, 2013	8:30-12:00 \$55
EXGEN	1514	Developing CBR Projects: The How	Feb 22, 2013	8:30-12:00 \$55
EXGEN	1515	Program Evaluation with a Community-based Approach	Mar 22, 2013	8:30-12:00 \$55
EXGEN	1516	Making a Difference with CBRE: Mobilizing Knowledge to Inform Policy and Practice	Apr 12, 2013	8:30-12:00 \$55

780.492.8444

website: [www.extension.ualberta.ca/ces](http://www.extension.ualberta.ca/ces)  
email: [ces@ualberta.ca](mailto:ces@ualberta.ca)





Office Hours

Fall 2012/Winter 2013 (To April 30):  
Monday to Thursday, 8:30 am to 8:00 pm (MST)  
Friday, 8:30 am to 4:30 pm (MST)  
Saturday, 8:30 am to noon (MST)

Spring 2013 (May 1 to May 30):  
Monday to Friday  
8:00 am to 7:00 pm (MST)

Summer 2013 (June 1 to August 31):  
Monday to Friday  
8:00 am to 4:00 pm (MST)

Cash Office Hours

September 1 to April 30:  
Monday to Friday  
8:30 am to 3:30 pm (MST)

May 1 to August 31:  
Monday to Friday  
8:00 am to 3:00 pm (MST)

In the Fall 2012/Winter 2013 Sessions,  
the Registration Office will be closed:  
Remembrance Day – Monday, November 12 (in lieu)  
Christmas Day – Tuesday, December 25  
Winter Closure – Wednesday, December 26  
Winter Closure – Thursday, December 27  
Winter Closure – Friday, December 28  
Winter Closure – Monday, December 31  
New Year's Day – Tuesday, January 1

In the Spring/Summer 2013 Sessions,  
the Registration Office will be closed:  
Family Day – Monday, February 18  
Good Friday – Friday, March 29  
Easter Monday – Monday, April 1  
Victoria Day – Monday, May 20  
Canada Day – Monday, July 1  
Heritage Day – Monday, August 5  
Labour Day – Monday, September 2

For your convenience, you may register using your  
VISA, MasterCard, American Express, personal or  
company cheque, a money order or bank draft, debit  
card, or cash.

When payment is by a corporate pay type (credit card  
or cheque), and the corporation is a GST Exempt Entity,  
a letter confirming the GST Exemption number must  
accompany the registration.

Course Registration  
Information

5 Easy Ways to Register for a Course

Submit a completed Course Registration form indicating your course selection.  
You can register by phone using VISA, MasterCard or AMEX during the office hours listed.  
Call us at 780.492.3109 or 780.492.3116.

Online:  
Visit our website at [www.extension.ualberta.ca](http://www.extension.ualberta.ca)  
or login to Beartracks at: [www.beartracks.ualberta.ca](http://www.beartracks.ualberta.ca)

By Phone or Fax:  
Phone: 780.492.3116 or 780.492.3109  
Fax: 780.492.0627

By Mail or in Person:  
By Mail: Registration Office, Faculty of Extension,  
Enterprise Square, 10230 Jasper Avenue NW,  
Edmonton, Alberta, T5J 4P6

In Person: Drop your registration form and fee payment  
off at our Registration Office, located on the main floor  
at Enterprise Square, 10230 Jasper Avenue.

Payment Options:  
• Visa, MasterCard or AMEX  
• Cheque, Bank Draft or Money Order: made payable  
to the University of Alberta. (Please remit separate  
payment for each course)  
• Interac: if registering in person, during  
cash office hours  
• Invoice: Please contact the Registration Office  
at 780.492.3116 or visit our website at  
[www.extension.ualberta.ca/register](http://www.extension.ualberta.ca/register).

After you have Registered

Confirmation Notice  
Confirmation notices can be accessed via Bear Tracks.  
When in Bear Tracks go to Financials > Fee Assessment,  
select the term and the course to download your course  
registration information. Bear Tracks can be accessed at  
[www.extension.ualberta.ca/beartracks](http://www.extension.ualberta.ca/beartracks). If you haven't  
received confirmation notice within two weeks of  
registering, please call 780.492.3116.

Education Credit/Tuition  
Tax Receipt (form T2202A)  
Education and tuition tax credit receipts (form T2202A)  
are generated for students registered in courses that  
provide credit towards a citation, certificate, diploma  
or degree. The T2202A can be accessed through  
BearTracks [www.extension.ualberta.ca/beartracks](http://www.extension.ualberta.ca/beartracks)  
For further information on the Income Tax Act and the  
tuition and education tax credit interpretation sections,  
please refer to our website on the topic: [www.  
extension.ualberta.ca/taxcredit](http://www.extension.ualberta.ca/taxcredit)

Withdrawals and Refunds  
If you choose to withdraw from a course, log into Bear  
Tracks and use the 'Drop' page to withdraw from class  
or send your withdraw request in writing to the Faculty

of Extension Registration Office. An administrative  
fee will be withheld for all withdrawals.

Please review the withdraw policy online at:  
[www.extension.ualberta.ca/register/policies](http://www.extension.ualberta.ca/register/policies)


Contact the Registration Office at 780.492.3116 if you  
have any questions regarding the withdraw policy.

Transfer Policy  
Should you wish to transfer from one Extension course  
or class section to another, please let us know 5 days  
before the course start date or, in the case of thirteen week  
classes, before the 3<sup>rd</sup> class. A \$50 transfer fee will apply.

Course Cancellations  
When course enrollments are not sufficient, Extension  
may cancel the course. In such a case, we will contact  
you as soon as possible before the course start date  
and refund in full any fees paid.



UNIVERSITY OF ALBERTA  
FACULTY OF EXTENSION  
Enterprise Square  
10230 Jasper Avenue NW  
Edmonton, Alberta T5J 4P6



UNIVERSITY OF ALBERTA  
FACULTY OF EXTENSION

COURSE REGISTRATION  
Ph: 780.492.3116 Fax: 780.492.0627  
extnregistration@ualberta.ca

STUDENT ID  

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LEGAL FIRST NAME		LEGAL MIDDLE NAME		LEGAL LAST NAME		FORMER LAST NAME (if Applicable)	
DATE OF BIRTH (mm-dd-yyyy)		<input type="checkbox"/> Male <input type="checkbox"/> Female		TELEPHONE <input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work		EMAIL ADDRESS*	
CORRESPONDENCE ADDRESS (Mailing Address)				CITY/TOWN	PROVINCE/STATE	POSTAL/ZIP CODE	COUNTRY
NEW TO THE UNIVERSITY OF ALBERTA? Please complete this section							
PLACE OF BIRTH (Country)		ABORIGINAL APPLICANTS (Optional): If you choose to declare that you are of Canadian Aboriginal ancestry within the meaning of the Canadian Constitution Act of 1982, please specify: <input type="checkbox"/> I am Status Indian/First Nations <input type="checkbox"/> I am Métis <input type="checkbox"/> I am Non-Status Indian/First Nations <input type="checkbox"/> I am Inuit					
CLASS NUMBER (optional)	SUBJECT CODE	CATALOG NUMBER	SECTION	COURSE TITLE		FEE	GST** TOTAL

CHECK PAYMENT METHOD:  
☐ CASH ☐ MONEY ORDER\*\*\* ☐ CHEQUE\*\*\* ☐ DEBIT ☐ HRDF ☐ INDEMT  
☐ INVOICE - If employer is to be invoiced, please include a Letter of Authorization (LOA) on company letterhead, or an authorized Purchase Order (PO) signed by signing authority (not student).  
☐ CREDIT CARD: ☐ Attach CC Receipt ☐ Fax CC Receipt:  

Credit Card Number	Expiry (mm-yy)

  
Name on Card:

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

\*Your personal e-mail address will be used to communicate to you until you are assigned a University of Alberta e-mail account. Subsequent communications will be sent to your U of A e-mail address. It is your responsibility to check your U of A email frequently.

\*\*Many of our courses are exempt from GST. Please include GST only if it is indicated in the fee for that course.

\*\*\*GST EXEMPT ENTITIES: When payment is by a corporate pay type (credit card or cheque), and the corporation is a GST Exempt Entity, a letter confirming the GST Exemption number must accompany the registration

\*\*\*\*Make cheques or money orders payable to the University of Alberta

FOR OFFICE USE ONLY: \_\_\_\_\_ RECEIPT #: \_\_\_\_\_

The personal information requested on this form is collected under the authority of Section 33 (c) of the Alberta Freedom of Information and Protection of Privacy Act for the purpose of registering students, contacting students and tracking enrolment statistics. Questions concerning the collection, use or disposal of this information should be directed to: FOI/PP Officer, Faculty of Extension, Enterprise Square, University of Alberta, Edmonton, AB T5J 4P6. Phone 780.492.5047.

[www.extension.ualberta.ca/register](http://www.extension.ualberta.ca/register)

